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ABSTRACT

The six issues of this journal cover a variety of topics of interest to the second language professional. Among the topics covered are the following: "virtual" classrooms, staff development, traveling with students, learner self-testing, advice on how to find a job on the Web, online pronunciation aids, language teaching strategies for deaf students, teaching young learners to write with rhymes and reasons, and academically-oriented student and group travel. There are also special sections and series on bilingual education in the United States, English-as-a-Second-Language (ESL) student inclusion in elementary school, TESOL 2000, linguistics resources in Canada, and dialects in the United States. (KFT)

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American Language Review, 2000

Ben Ward, Editor

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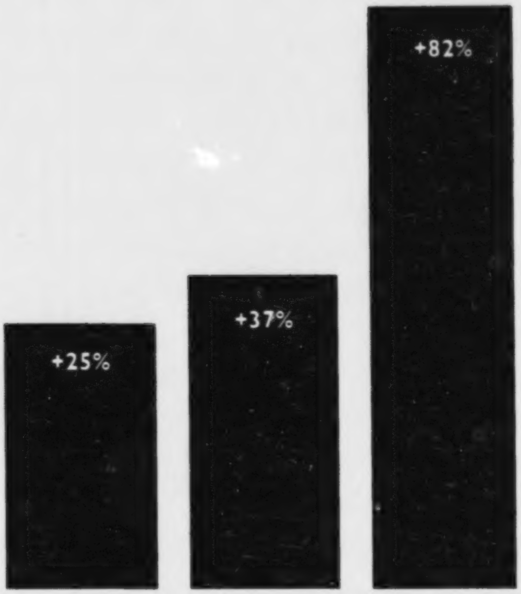

Gains of up to 25% in mathematics were realized for first- and second-grade at risk students in Las Vegas, Nevada on the CBAP Mathematics Test.

Limited English proficiency students in Mesa, Arizona realized significant gains of up to 37% in language arts and mathematics.

During the Houston Independent School District four-week summer program, 82% of at risk and English-language learners in the fourth-grade performed above grade level on the Reading Vocabulary MAT 7 post test.

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Cover Story:

Bilingual education is bouncing back after the Prop. 227 setback. **Stephen Krashen** answers some frequently asked questions about bilingual education. **Jorge Amselle** offers an olive branch to bilingual advocates and **Robert Johnson** examines attitudes towards bilingual education at two Houston schools. **PAGES 16-23.**

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Bilingual Balance

The old adage, "as California goes, so goes the nation," has held true with many educational trends. But bilingual education has proven to be the exception.

Bilingual programs in the Golden State may have been curtailed with the passage of Proposition 227, but in other states, notably Texas and Florida, it is flourishing. Houston, El Paso, Chicago, Miami, New York, San Jose and 200 other districts even have programs that aim to graduate fully bilingual students.

The city of Austin recently appointed Edward J. Fuentes, a national expert on bilingual education and at-risk students, to oversee the city's bilingual education programs. This move elevates bilingual education in the Texas capital to a level not usually encountered in other U.S. school districts.

Austin schools Superintendent Pat Forgione, explaining the thinking behind the appointment of Fuentes said, "Bilingual education is not a stand-alone program; it crosses assessment, curriculum and professional development. Out of sight is out of mind, and it is critical to the future of this district and this city to make bilingual education a premier program." About 13 percent of Austin's 77,000 students are bilingual, and for most of them, Spanish is their first language. That number is expected to increase, following state and national trends, in the coming years.

Prop. 227 may not be setting the national agenda but its passage did encourage educators to put bilingual education under the microscope. Close inspection of these programs forced some administrators to admit that they just weren't working. In Fort Worth, schools' superintendent Thomas Tocco, discovered that students taught in Spanish were not getting enough English and weren't doing well on tests in either language. Students in bilingual classes who took the English version of the Texas Assessment of Academic Skills often failed, even after five to seven years in the district. Some who started in bilingual kindergarten classes remained in ESL classes well into middle and high school. Instead of eliminating the programs, the Fort Worth school board voted to increase its funding of bilingual education by allocating $3.9 million over the next two years. The board also decided to concentrate scarce bilingual teachers in the lower grades and to eliminate bilingual instruction in fourth and fifth grades, replacing it with ESL language centers for limited English proficient students.

In Florida, state Rep. Anthony Suarez is exploring future legislation aimed at raising bilingual teaching skills. He is particularly alarmed by the rising rate of dropouts among Spanish-speaking high school students (see related news story on p.11). Suarez believes that the dropout rate may be connected to the language barrier and that the answer lies in recruiting properly trained and certified bilingual teachers and training more of these teachers. In Orlando, a pilot program to improve bilingual education is promising. The trial program tests students on their language skills, and then teaches students to become literate in their dominant language before transitioning them into English. Teachers prefer this approach to the current practice of pulling kids out of class to help them.

Even in California school districts have to make allowances for LEP students, a position backed by the state despite its mandate against the practice of social promotion. Educators say the different policies for English learners are fair because it can take up to five years to fully learn a foreign language and meet grade-level standards and that being held back could discourage English learners.

Despite the political battles over bilingual education, it is clear that, among educators, commonsense is prevailing. School districts are finding their own ways of teaching LEP students that take into account the realities of the situation and even opponents of bilingual education are realizing that it has a place in America's schools. As Bill Lewis, a member of the Orange County school board that voted before Prop. 227 to end bilingual education admits, "The [English] immersion thing is a long process. You gotta cut 'em a little bit of slack."

Ben Ward, Editor

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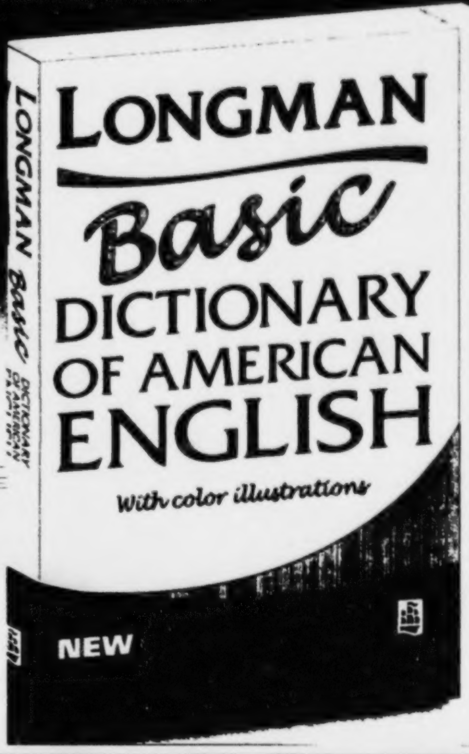


Henry is Giving An Education To Us All

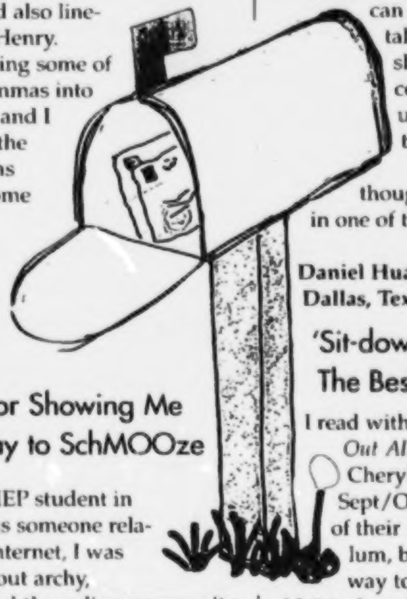
After reading the plight of bilingual educator/humanitarian Henry Gutierrez (*Educating Against Epidemics*, by Gordon Rich in the November/December 1999 issue), I felt compelled to express my great admiration and respect for the commitment Henry has shown to his students in such a trying enviroment.

Teachers, such as myself, often forget the emphasis that we put on language acquisition in less "life and death" classroom situations. On a selfish level, the gratification he must enjoy at helping people in such perilous circumstances must be intensely magnified.

And to be the sole educator under those circumstances can only add to the pressure. But it is clear Henry is more than a bilingual educator. I believe he is a role model for all teachers. His students, as the article stated, either have AIDS or know someone with the virus, thus presenting him with many, many teaching dilemmas on top of the language acquisition element of their education.

I for one would also line-up for a hug from Henry. Thank you for putting some of my classroom dilemmas into perspective for me and I hope the publicity the article generated has helped Henry in some way.

Susan Anderson
Portland, Oregon



Thank 'Moo' For Showing Me the Correct Way to SchMOOze

I am an advanced IEP student in Dallas, Texas and as someone relatively new to the internet, I was grateful to read about archy, Mehitabel, Inbal and the online community they inhabit (*schMOOzing on the world wide web*, by Barry Bakin, Nov/Dec 1999).

Currently I am in the process of applying for my SchMOOze identification name and password. It is great to know that I can go onto the internet and talk to other students and share my problems and successes with people who understand what I am going through.

Until SchMooze U, I thought I might have been stuck in one of those other chatrooms.

Daniel Huang
Dallas, Texas

'Sit-down' Examination Is Still The Best Form of Assessment

I read with interest the article *Testing Out Alternatives* (by Margi Wald, Cheryl Delk and Alice Savage, Sept/Oct 1999). I agree with some of their "alternative testing" curriculum, but I for one believe the best way to assess a student is the age old "sit-down" examination.

Grant Butler, Kingston,
Ontario, Canada

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"What really matters is what you do with what you have." –Shirley Lord

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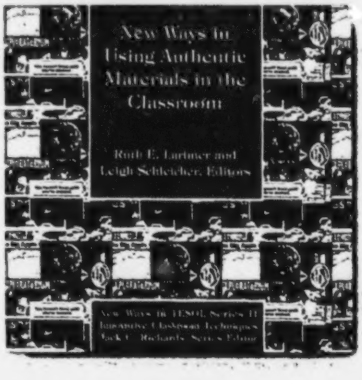

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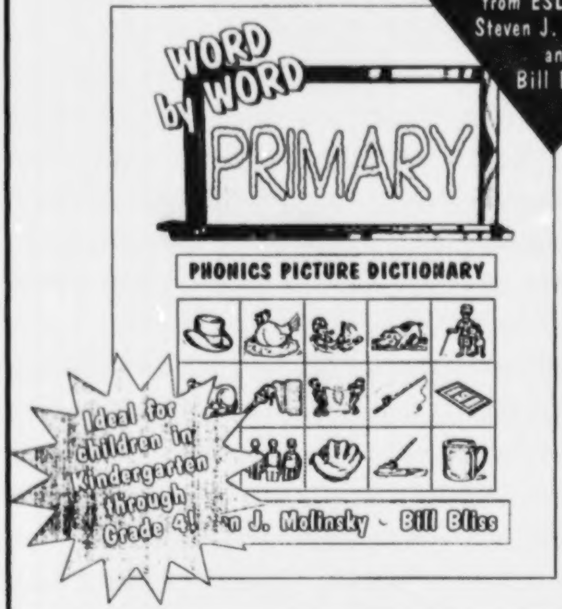
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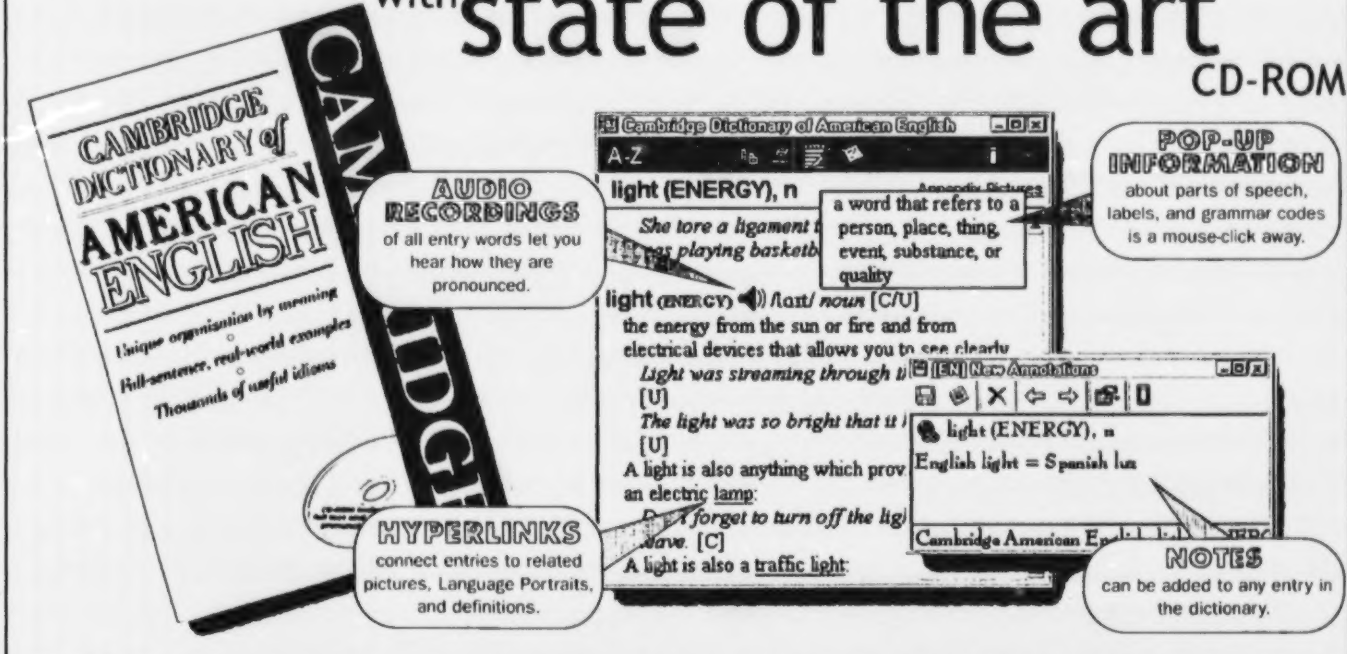
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[U]
The light was so bright that it
[U]
A light is also anything which prov
an electric lamp:
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Risk Factors In Literacy Development Identified

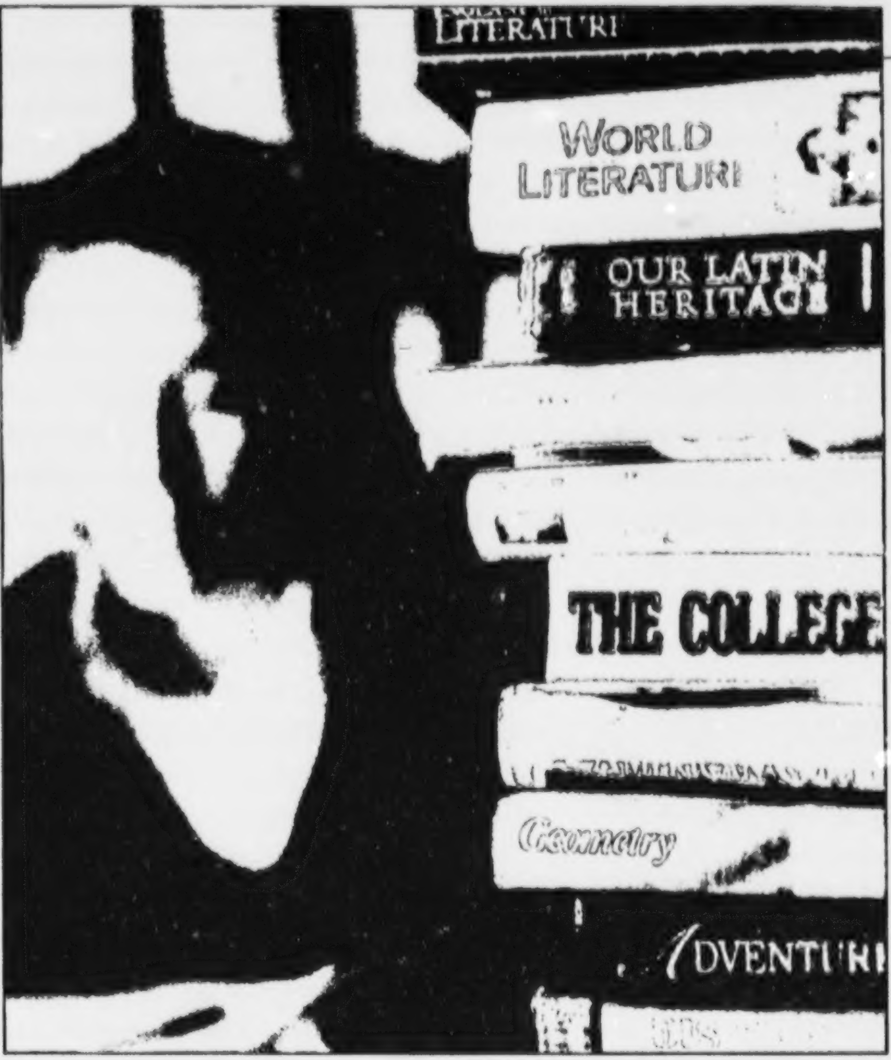
A NEW report from the National Center for Educational Statistics (NCES) surveys current learning trends among young children and it's clear that parents are getting the message that reading to their offspring is worthwhile.

A survey of parents with preschoolers aged 3-5 revealed that 81 percent were read to three or more times a week by a family member. Over 60 percent were taught letters, words, and numbers on a frequent basis. About a third of parents surveyed took their youngsters to a library at least once during the last month before being interviewed.

According to the survey, Hispanic and black children were less likely to have been read to by their parents than white children were. Also, parents of white and black children were much more likely to have taught their preschoolers some letters, words, or numbers than those of Hispanic children.

The report identified several key "risk factors" impacting literacy development. Chief among these were having a mother whose home language was not English, having a mother who had not attended high school, living with fewer than two parents, and living below the poverty threshold. But the report noted that even children with multiple risks were being read to on a frequent basis, although not as often as other children.

Even more encouraging is the news that in 1999 children are more likely to engage in literacy activities with family members than they were at the time of the last survey, in 1993. The increase in such activities is most marked among white, non-Hispanic children. Hispanic children are significantly less likely to recognize all the letters of the alphabet than other children. They are also less likely to be able to count to 20 or higher.



Preschoolers living in poverty are less likely to show signs of emerging literacy. Only 10 percent of poor children could recognize all the letters of the alphabet compared to 28 percent of their financially better off peers.

Nineteen percent of poor children showed three or more signs of emerging literacy compared to 45 percent of children from wealthier families.

In another comparison between 1993 and 1999, the report noted that whereas children whose mothers spoke English were now more likely to show at least three signs of emerging literacy, there had been no change over the six-year period among preschoolers with non-English speaking mothers.

Fallout From the Asian Financial Crisis Caused 18 Percent IEP Drop in the U.S.

ENROLLMENT IN intensive English programs fell by 18 per cent in 1998-99 according to the latest *Open Doors* Report published by the Institute of International Education.

The recent financial crisis experienced by a number of Asian countries; in particular Indonesia, Malaysia, South Korea, and Thailand caused many students to defer their studies. More than half of all foreign students in the United States – 56 percent last year – come from Asia. IEPs are often the first points of entry for those students.

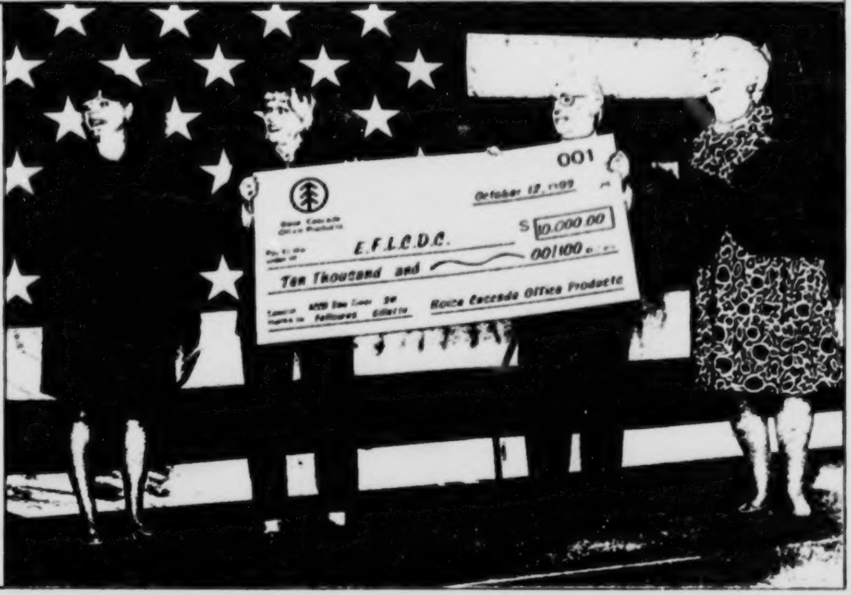
Overall, the number of foreign students enrolled at colleges and universities in the United States grew by 2 percent over the period. "Given all the challenges, it's encouraging that we didn't slide in real numbers," says Marlene Johnson, executive director of NAFSA: Association of International Educators. NAFSA recently issued a paper arguing for the creation of an international education policy in the United States.

"What is needed," the statement said, "is a policy that promotes international education in the broadest sense, including encouraging students from other countries to study in the United States, promoting study abroad by U.S. students, supporting the learning of foreign languages and cultures by Americans, and facilitating the exchange of scholars and citizens at all levels of society."

Surprise! Donation will Help Kids' Literacy Center

Former First Lady Barbara Bush was presented with a surprise $10,000 donation to her Foundation for Family Literacy on behalf of Boise Cascade Office Products.

The donation will benefit the East Side Family Literacy and Childhood Development Center in Los Angeles.



Dropouts Speak Limited English

TUDIES OF high hool dropout rates ggest that language ay be a barrier to rticipation in merican education. More than half of the reign-born Hispanic youths who dropped it in 1995 had never enrolled in a U.S. hool, and 80 percent of these young lults were reported as either speaking nglish "not well" or "not at all." Data col- cted from more than quarter of a century surveys shows that high school dropout tes persist among Hispanics at high lev- s. Figures from 1998 show a dropout rate 9.4 percent for Hispanic students, compared with 3.9 percent for white students and 5.2 percent for black students.

While Hispanics and blacks represented similar proportions of the young adult population (15.1 percent and 14.6 percent, respectively), Hispanics were disproportionately represented among dropouts in 1998 (37.7 percent of all dropouts). A total of 1.5 million Hispanics were dropouts in 1998, accounting for 29.5 percent of all Hispanic young adults in this age group. In comparison, about 700,000 black young adults, or 13.8 percent of the total black population of 16- through 24-year-olds, were dropouts in the corresponding period.

Some of the young Hispanic immigrants who do not enroll in school in the United States may have entered the country beyond what is considered "normal" high school age, and some may have come to the United States in search of employment rather than education. But it is clear that these young adults probably do not have the basic level of education thought to be essential in today's economy.

Source: National Center for Education Statistics.

NCES REPORTS INCREASED NUMBERS IN ADULT ESL CLASSES

DULT LEARNERS with less than a high school diploma participate ore in ESL classes than those with a high school diploma or a more lvanced qualification.

This finding, taken from a recent NCES report on trends in dult Education, is consistent with a structure where ESL programs gularly enroll those with relatively lower levels of education. here has been unprecedented growth in the numbers of adults ngaged in higher education.

In 1991, it was estimated that 58 million adults were enrolled in ograms. In 1999, this figure had climbed to 90 million. About one ercent of adult learners are studying in ESL programs alone.

Others are enrolled in ESL classes combined with other courses cluding Adult Basic Education (ABE) and General Educational evelopment (GED). The authors of the report note that, since inter- ews of adult learners were conducted in English and Spanish, eakers of other languages participating in ESL classes may be nderrepresented. Source: National Center for Education Statistics.

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Hooked on PHONICS

Pendulums really do swing, especially in the world of reading instruction. And it seems like only yesterday when the whole language swing hit me.

Actually, it was in 1986. My school had just purchased a whole language book series. Two publishers' reps came in to train our faculty. "Forget grammar and spelling," they told us. "Those tools of 'drill and kill' just turn kids off to reading." "How about phonics?" we asked. "No!" came the firm command. "Phonics obsesses with mechanics, while our kids need comprehension skills." As for the many English language learners at our school, we were told that interesting stories with lovely illustrations would soon entice them into English. The mechanics would come later.

Over the next decade, the pendulum began slowly to swing the other way. As reading scores plummeted wherever whole language had been deployed, teachers, parent activists, and many academics worked to bring the mechanics of reading back into instruction. In California, State Board of Education member Marion Joseph, horrified by the shoddy reading instruction her daughter was receiving, launched her own campaign for phonics. She and many others led the drive to write a new State Language Arts Framework, which rejected whole language in no uncertain terms, mandating solid instruction in the mechanics of reading starting in kindergarten.

In the Los Angeles Unified School District, the final swing came when the school board voted to require all schools in which the second or third grade had scored under the 50th percentile in reading on the state's norm referenced test (the Stanford 9) to choose one of three phonics intensive reading programs: Open Court, Reading Mastery, or Success for All.

Now, there is simply no way for whole language holdouts to survive in a classroom where one of these programs is insti

: Courtesy
California

by Doug Lasken

The Los Angeles Unified School District is steering away from 'whole language' teaching and **returning to phonics** in an effort to rescue plummeting reading scores

tuted. The three programs are entirely scripted. The teacher's every word and direction comes directly from the teacher's editions, which are detailed and voluminous. Phonics intensive instruction takes at least 90 minutes of every morning in kindergarten, and up to three hours in first grade and beyond.

In each program, all letter sounds and many blends are covered in kindergarten. All letter sounds and blends are reviewed and mastered in first grade. Here is a brief run down of the three programs:

Open Court was created by Blouke Carus. In 1956, Blouke's son, André, was enrolled in a German kindergarten. The following year, the Carus family moved to Harvey, Illinois, and Andrea was enrolled in first grade in the local public school. Blouke was not happy with the famous "Dick and Jane" series Andre's school used, finding it deficient in explicit phonics. He developed his own reading program, and opened a primary school, catering mainly to minority students. The school was housed in the same facility as Blouke's philosophy discussion group called Open Court, and eventually the reading program adopted the name.

Word of Open Court's success with minority children spread, and Blouke introduced it around the country. In California, the first Open Court program appeared in Orange County in 1963. In 1964, the State Board approved Open Court for adoption. The program's success caught the eye of SRA McGraw Hill, which eventually purchased Open Court.

Reading Mastery is the brainchild of Dr. Siegfried Engelmann, of the University of Oregon. Engelmann started his program, originally called "Direct Instruction", thirty years ago, as a voice in the wilderness against the growing "touchy feely" movement which would eventually adopt whole language instruction. Grainy black and white videotapes show Engelmann focusing on essential phonics with inner city children. Those children, adults today, often testify to the power over the written word that Engelmann gave them.

As his approach slowly gained acceptance, Engelmann named it "Distar", then finally Reading Mastery. As with Open Court, SRA McGraw Hill took notice, and purchased Reading Mastery.

Success for All was started by Dr. John Slavin, of John Hopkins University, with the Baltimore City schools, and is a not-for-profit foundation. It includes a phonics intensive reading program comparable to the other two programs, but is actually a total school reform program, covering all subjects and grade levels, including a family outreach component that covers such areas as attendance and conflict resolution.

A full time facilitator is required, plus varying numbers of full time tutors, so the program is much more expensive than the others. In addition, unlike the other programs, it is not on the California State Approved Adoption list, and is ineligible for state funds. Many schools pay for SFA by devoting to it all their Title I and bilingual funds, and whatever other money they have at hand, often giving up classroom aides and other services. One novel aspect of SFA is that from 2nd grade up, there is no SFA text. SFA works with whatever text the school has in place. If an SFA school uses a Harcourt Brace social studies text, then the SFA Foundation supplies a teacher guide, also scripted, specifically for use with that text. SFA has claimed, in fact, that its program can be used with either Open Court or Reading Mastery texts, though that is disputed, understandably, by trainers from those programs.

The most important difference between the three programs is their response to

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LinguistiCAL

Teaching English language learners (ELLs) to become successful readers and also to meet new state standards requires a thorough understanding of how language figures in education. After all, teaching children to read is highly skilled work and teaching children whose first language is not English is even more challenging. All teachers need a solid grounding in educational linguistics that will help them to teach literacy skills and work with English language learners. Teacher preparation and in-service professional development programs need revamping to achieve this goal.

Teachers fulfill four crucial functions that call for more knowledge about language than most teacher education programs usually provide. These are the communicative, evaluative, instructional, and modeling functions. In the communicative function, teachers need to know how to adjust their language to help ELLs communicate, and they need to understand and respect variable norms for language and language use. Teachers need knowledge about testing and assessment, and they need a repertoire of assessment strategies to fulfill their evaluative function.

They must also be aware of how testing can sometimes create a distorted appraisal of a learner's ability. For their instructional function, teachers need to understand how language skills develop in children so that they can "design the classroom language environment . . . to optimize language and literacy learning and . . . avoid linguistic obstacles to content area learning" (Wong Fillmore & Snow, 1999, p.8). In their final function, teachers serve as models of educated adults. Demonstrating an understanding of how English works helps establish a standard for what students should know.

To serve these functions, what should classroom teachers know about language that they aren't learning in their professional preparation? Wong Fillmore and Snow outline some areas of language study in which they think teachers need expertise:

- The basic analytic units of spoken language (phonemes, morphemes, grammatical elements, and discourse structures)
- Regularity and irregularity in English structures
- Orthographic systems of the

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◄◄ remediation, and the different rates at which children learn. Open Court keeps all students in their grade level classroom. There is a designated time each morning, called " Workshop", for children who are falling behind. They work in small groups with the teacher or aide. Regular classroom assessments keep the teacher apprised of student progress.

Reading Mastery uses regular assessments, called "check outs" to actually reassign students to other classrooms which may not be their grade level. A fifth grade student may end up in a first grade classroom, until the assessments indicate progress.

SFA has elementary kids making the rounds like secondary students. The grade level classroom is called "homeroom". Children go to other classrooms, often not their grade level, for reading and other subjects, according to regular assessments conducted by the SFA facilitator.

An important consideration in LA Unified, where Proposition 227 removed most native language instruction from the classroom last year, has been the effectiveness of these all English programs with ESL students. Early indications are that they are working quite well.

Teachers are reporting that the phonics techniques in these programs, which involve intense and specific focus on basic skills, and much repetition, are effective even with brand new English language learners. It may turn out that the scripted, intensive phonics approach will be the way to go for ESL instruction.

It may turn out that the scripted, intensive phonics approach will be the way to go

Only a handful of LA schools, about 30, are now implementing one of the three programs. The remaining 200 plus must pick a program this fall, be trained in spring and summer, and implement it in the 2000/2001 school year. A lot of people are predicting success, but the proof will be in the pudding: the next several years of test scores. Stay tuned.

Doug Lasken teaches high school English for the Los Angeles Unified School District, and is now on loan to the LA County Office of Education as a reading specialist.

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◄◄ world's languages and how they relate to the spoken languages they represent

- Rhetorical style in spoken and written language
- Vocabulary development
- Principles of English word formation
- Academic English
- Second language acquisition
- Dialects of English
- Text complexity
- Composition

Wong Fillmore and Snow contend that this may be a good time to rethink the language curriculum for teacher education. Teaching is changing. More teachers have ELLs in their classes, as programs for serving these students undergo change.

Teachers are confronting the new state curriculum standards and increased large-scale testing of their students. Teacher preparation is generally under scrutiny. It is time to consider what teachers need to know about language because so much of what goes on at school is language-based.

For notes and references referred to in this column see p.36

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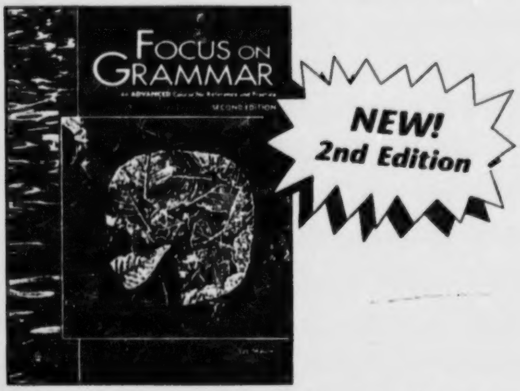

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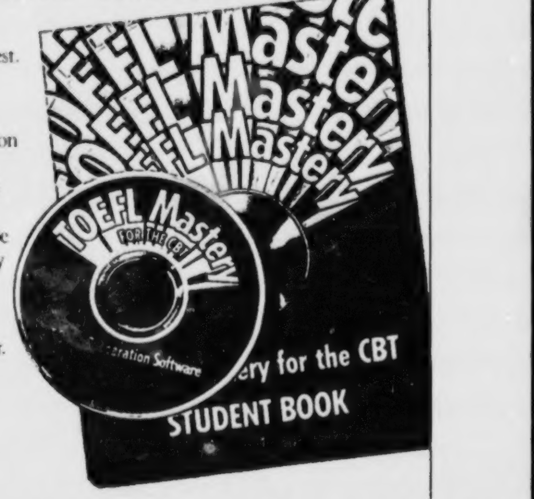
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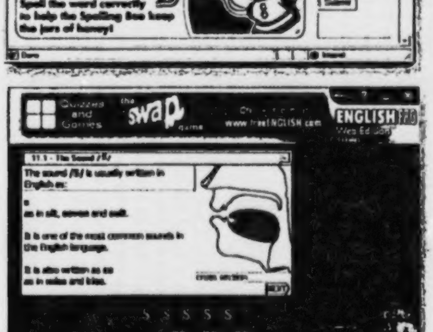
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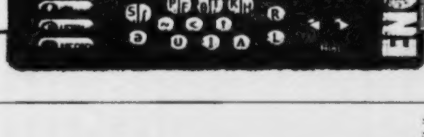
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by Stephen Krashen

Looking For Bilingual Answers

As the debate over bilingual education rages on, Stephen Krashen believes a large percentage of the public is unaware of the benefits it provides

The question continues to be asked: How can bilingual education possibly work? If we teach children in Spanish, how will they ever learn English?

My suspicion is that a substantial percentage of the public is unaware of a basic fact about bilingual education: Bilingual education is good for English. Specifically, they are unaware: that bilingual educators value English language development highly; that a major goal of bilingual education is the development of academic English proficiency; and that well-designed bilingual programs actually produce better achievement in the second language than programs that do not utilize the primary language.

In addition, it is not clear to many people why bilingual education should be successful in helping English language development. In fact, a large number of people are convinced that many, if not most, successful second language acquirers succeeded without bilingual education.

Saying that educating a child in the primary language will help English seems to defy common sense for many people. But providing education in the first language can greatly help second language development. It does this in two ways:

(1) When we provide students with solid subject matter teaching in the first language, it gives them knowledge. This knowledge helps make the English they hear and read much more comprehensible. A limited English proficient child who is well prepared in math, thanks to education in the first language, will understand more in a math class taught in English than a limited English proficient child without this background. The well-prepared child will learn more math, and will acquire more English, because the English heard in class is more comprehensible.

(2) Developing literacy in the first language is a short cut to literacy in the second language. It is easier to learn to read in a language you understand, and once you can read in one language, this knowledge transfers rapidly to any other language you learn to read. Once you can read, you can read.

In my interpretation of the research, correctly set up programs (that supply background information and literacy in the primary language, and, of course, also provide comprehensible input in the second language) typically succeed in teaching the second language better than alternatives that do not utilize the primary language. Support for this conclusion comes not only from studies in the United States but from other countries as well (Krashen and Biber, 1988; Krashen, 1996, 1999).

Success without bilingual education?

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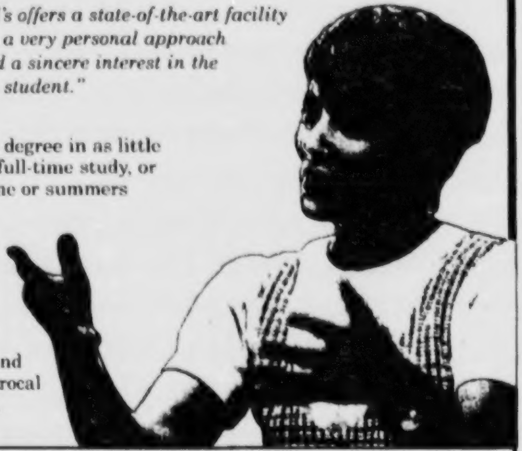

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◄◄ counter-argument to bilingual education is the reported success of those who did not have it. But a closer look at case histories of immigrants actually supports bilingual education and the theory behind it.

Those who do well in English academic language development frequently had a good education in their primary language before coming to the US (Krashen, 1996, Ramos and Krashen, 1996) and may have had extra help in their primary language after they came, outside of school. Tse (1997) is a good example. Today a Ph.D. and professor of education, Tse arrived in the US at age eight, and lived in a neighborhood with few native speakers of her primary language. She had, nevertheless, help in her primary language: "I got help in my schoolwork from my parents and my older and more English-fluent sisters – in Chinese... In some subjects like math, I had already learned the concepts being taught in class in my native country and understood the lessons in English, at least initially, without much assistance. I was exposed to good English instruction from my siblings and from the English-speaking children on our block ... I also knew how to read and write in Chinese ... Knowing how to read and write in the native language helps tremendously when facing the same task in another tongue."

Thus, Tse had the "essential elements" of bilingual education:

1) Subject matter knowledge in the first language from her previous schooling and from her parents and older sisters.

2) Literacy development in the primary language from previous schooling.

3) Comprehensible input in English, from siblings and other children.

As Tse notes, "However, not all students get, outside of school, the three things that good bilingual programs provide: help with school subjects in the native language, quality English instruction and literacy development in the native tongue so that reading and writing is easier in the new language. Unless these students get bilingual education through school, they are unlikely to learn well and succeed in school."

I was exposed to good English instruction from my siblings and from the English speaking children on my block. I also knew how to read and write in Chinese...it helped tremendously

This case, and many others like it, shows that success did not occur without bilingual education; successful immigrants such as Tse had de facto bilingual education, and they provide strong confirmation of the theory.[1]

Public Opinion

Contrary to popular opinion, surveys actually reveal strong support for the use of the primary language in school (Krashen, 1996,1999). Fay Shin's research is particularly informative. Shin did not ask people if they supported bilingual education; instead, she asked about the underlying principles, asking whether people thought "developing literacy through the first language facilitates literacy development in English" and whether 'learning subject matter through the first language helps make subject matter study in English more comprehensible." Results were encouraging; these principles apparently make good sense:

- Developing literacy through the first language facilitates literacy development in English.

Percent agreement:
Hispanic parents = 53% (Shin and Gribbons, 1996); Korean parents = 88% (Shin and Kim, 1996); Hmong parents = 52% (Shin and Lee, 1996); Administrators = 74% (Shin, Anton and Krashen, 1999)
Teachers = 74% (Shin and Krashen, 1996)

- Learning subject matter through the first language makes subject matter study in English more comprehensible.

Percent agreement:
Hispanic parents = 34% (33% were "not

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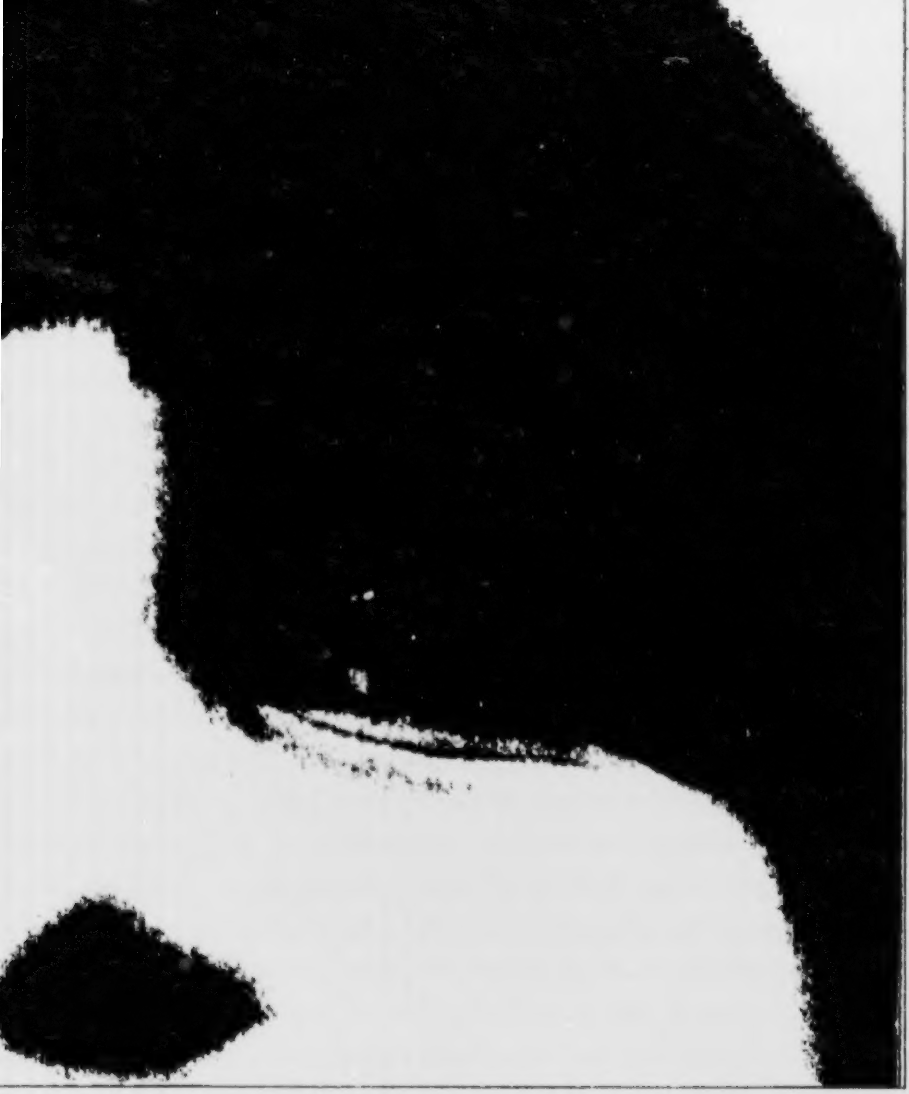

sure") (Shin and Gribbons, 1996) ; Korean parents = 47% (Shin and Kim, 1996); Hmong parents = 60% (Shin and Lee, 1996); Administrators = 78% (Shin, Anton and Krashen, 1999); Teachers = 70% (Shin and Krashen, 1996).

It is important to note that Shin's subjects were not recent graduates of language education programs, or bilingual teachers: Most were, in fact, "civilians."

Of course, English language development is not the only goal of bilingual education (see e.g. Krashen, Tse and McQuillan, 1998). But many people still think that the bilingual education "debate" is between rational people who think that children should learn English and irrational fanatics who think they should be prevented from learning English. This misunderstanding needs to be corrected immediately: Bilingual educators are deeply concerned about English language development and properly organized bilingual education programs are very helpful for English language development.

It should not be impossible to correct this misunderstanding: The research supporting bilingual education is strong, and the rationale underlying the success of properly organized bilingual education programs appears to be reasonable to a lot of people.

Note 1: *This argument applies to school success. What about economic success without bilingual education?*

Those who appeal to this argument are typically talking about immigrants who came to the US in the first part of the twentieth century. In those days, few people had much education, whether native speakers or second language acquirers: in 1910, only 13.5% of the population had graduated high school, compared to 81% in 1994.

But many were able to get good jobs without a lot of education: This is simply not possible today.

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Stephen Krashen is Professor of Education, University of Southern California, Los Angeles. An earlier version of this paper was published in the Newsletter of the Texas Association for Bilingual Education (TABE News, 1999, volume 18, number 3).

by Jorge Amselle

A Simple Matter of POLICY?

There are few issues that engender greater hostility and disagreement than bilingual education. I have to admit that I have been as much of an instigator of hostility as a recipient of it in this arena. It is also understandable that professional educators (which I am not) bristle at the notion of political hacks (which I am) determining education policy. But public education, by its very nature, is inextricably intertwined with politics.

Bilingual education is an especially sensitive area that combines ethnic politics, culture, language and assimilation in an explosive brew of emotions. The two political camps in the bilingual wars can be easily categorized. On one hand we have the assimilationists, who believe that teaching English and making students culturally American is the priority. To the assimilationists, the maintenance of native languages and cultures is either objectionable or a non-issue. On the other side are the multiculturalists who give equal priority to teaching English and preserving native languages and cultures.

It is this political schism and not educational research or scientific analysis, which has driven public policy toward English language learners in the United States. Public attitudes toward immigrants were not much of an issue in the early days of bilingual education as most of these programs were run privately by immigrant communities, a tradition that continues to this day.

As public education became more common, this new institution catered to the linguistics needs of immigrant populations and provided language maintenance programs in native languages, mostly German. Americans have tended to be most tolerant of immigrants during periods of low immigration and the tide soon shifted when America saw an unprecedented level of immigration at the turn of this century. Americanization became the slogan for schools and community organizations. Immigrant students were immersed in English to sink or swim.

Proposition 227 has shown bilingual education to be a political minefield but one 'political hack' believes English-only and bilingual ed. lobbyists may actually be fighting for the same cause

Hispanic students were subjected to this same enthusiasm for assimilation and the failures and abuses of this old approach or more accurately "non-approach", are well documented. By the 1960s Mexican-American students in parts of the Southwest had dropout rates as high as 80 percent, and in many instances limited English proficiency was the cause. This led to a birth of the modern bilingual education movement, a program that advocates demanded, and still do, as a matter of civil rights.

It was through the skillful use of politics that advocates of bilingual education were able to get Congress to approve the Bilingual Education Act in 1968, force a dozen states to mandate bilingual education as the preferred method of instruction for limited English students, and recruit the federal government's Office for Civil Rights to issue "remedies" which mandated ⊳⊳

Continued p.22

by Robert Johnson

And the Survey SAYS...

Spanish was sprinkled among the squeals of children on the playground. A bilingual teacher at the southern Texas border school commented acerbically, "Listen, they're speaking nothing but Spanish! How are they ever going to learn English when they hardly ever hear it!"

These words, spoken out of utter frustration over the difficulty of teaching subject matter and English to language minority students summed up the sense of frustration that existed throughout the school. The teachers were under intense pressure to get students up to speed in English "as quickly as possible." So the approach favored by most bilingual educators (developing literacy and thinking skills in the native language as students learn English, and gradually introducing more content instruction in English as students become more proficient) was felt to be redundant. Two-thirds of the school's teachers believed that their bilingual program wasn't effective. Teachers here tended to view Spanish, the first language of nearly all their students, as an obstacle to learning. We'll call this school Valle del Sol.

Meanwhile, at another school located in a major Texas city, a bilingual teacher stated emphatically, "English is a language, not an education!" There was no sense of frustration expressed by bilingual teachers that their task was insurmountable; the nearly unanimous belief of all the school's teachers was that their bilingual program was effective and that the academic work conducted in Spanish was not a waste of time. Teachers at this school tended to view Spanish as a resource. We'll call this school Levin Elementary.

READ how political beliefs impact the attitudes, beliefs and practices of two similar U.S. schools

When I began my research on expectation climate at bilingual schools (see definitions on p.37), I wanted to see how political beliefs impacted on attitudes and practice in schools with similar student populations.

I was also interested to determine how expectation was dealt with in an Accelerated School – one that was involved in a transformative school level effort – a restructuring approach for schools with large numbers of "at risk" students. Through my research I determined that although teacher expectation as a term refers to beliefs in student capability, most teachers regard expectation as a performance standard. I found that there is an important interaction between standards pursued by the school and the teachers' beliefs about student capability to meet those standards. In essence, having high standards may not be followed by high expectations. Teachers at the Accelerated School ("Levin") whose curriculum emphasized enrichment education tended to possess higher expectations for their students than those at the more traditional school.

I also discovered that there was a powerful link between language politics and expectation climate. Levin teachers rejected the hypothesis that students fail because of their home environments while one-third of Valle del Sol teachers believed that it determined their success or failure. Most of the Levin teachers believed in their capabilities to reach the most difficult students while a majority of the Valle del Sol teachers disagreed **(see Tables 1 and 2 on p.23).**

Table 1. *Teacher response to statement, "When it comes right down to it, a teacher can't do much because most of a student's motivation and performance depend on his/her environment."*

►► Continued p.23

bilingual education. And it was politically driven litigation which led to the Supreme Court victory in *Lau v. Nichols* in 1974, the case which made clear the obligation of schools to provide specialized assistance to language-minority students.

It is somewhat disingenuous then to attack Ron Unz and his Proposition 227, the 1998 initiative that replaced bilingual education in California with structured English immersion, as an unwarranted political intrusion into what should be a strictly educational decision. The public should have a say in public education. Parents don't want to run schools or micromanage teachers, but they do want to be able to set priorities, and in California, voters have prioritized English acquisition as quickly as possible, albeit in an arguably overly prescriptive manner.

To further complicate matters, the issue of educating language-minority students divides people along educational lines as well. Bilingual education theory is based on the premise that students learn English best by first becoming fully literate in their native language. It is this theory that is drilled into future teachers, taught at colleges and universities, and has gained wide acceptance in the educational establishment. But, for practical purposes, it is impossible to provide bilingual education to every student and large numbers of immigrant children are instead taught using ESL or ESOL techniques.

This places ESL in the unfortunate position of playing Cinderella: ESL teachers seldom receive the salary premiums enjoyed by bilingual educators and must be satisfied with being second best in theoretical circles as well. But as any ESL teacher knows, children do not have to be literate in their native language in order to be taught literacy or academics in English. Many ESL teachers resent the implication that they are somehow doing a lesser job because they are not bilingual.

Parents and the general public have also been made to feel inferior in many ways when questions arise with bilingual education. Like any educational program, bilingual education is not perfect. I have spoken with dozens of parents and educators across the country, all with nearly identical complaints about improper and involuntary placement of students into bilingual programs, and over prescriptive bilingual education state mandates.

Proponents have rightly argued that all educational programs have problems and that there are many good bilingual programs. Indeed, it is not wise to throw the baby out with the bath water, but that doesn't mean that you should not throw out the bath water. Proposals intended to clean this bath water have unfortunately been met with howls of protest. When parents in New Jersey testified before the state senate for the right to remove their children from bilingual programs in 1995 the New Jersey Bilingual Council opposed them. For ten years California legislators unsuccessfully attempted to soften highly prescriptive bilingual education mandates. In Massachusetts, minor adjustments to the bilingual education regulations by the State Board of Education were greeted with orchestrated protests and disruptive behavior at board meetings.

In 1995 I organized a conference on Capitol Hill to discuss bilingual education and invited every supporter of I could think of. All of them refused to participate with the exception of a representative from TESOL. I was told flat out by a high profile advocate, who shall remain nameless, "Why should I help you?"

Oh how the times have changed! Say what you will about Proposition 227, but it was that initiative which has finally brought both sides in this debate to civil discussion of the issues. The National Association for Bilingual Education (NABE) now recognizes that there are other effective and worthwhile methods for teaching children English. Professor Stephen Krashen, arguably the most prominent figure in the bilingual education movement, now advocates teaching children English as quickly as possible, through bilingual education, of course.

> I was told flat out by a high profile advocate, who shall remain nameless, 'Why should I help you?'

Professor Kenji Hakuta, another leading proponent of bilingual education, has even found some nice things to say about Proposition 227. This initiative has focused attention on the needs of language-minority children. Already, school districts across the country have re-evaluated their language-assistance programs and addressed many of the concerns of critics like myself. In Denver, the bilingual program was changed to allow parents the right to withdraw their children. Denver, Chicago, and Houston have all implemented new policy priorities emphasizing the rapid acquisition of English in their bilingual programs.
In Arizona, where a Proposition 227-like initiative is being actively pursued, hot tempers have prevented discussion of the issues surrounding the education of English-learners. A press conference organized last year by the Arizona English for the Children organization threatened to turn violent when supporters of bilingual education appeared in force. Arizona's Superintendent of Public Instruction, Lisa Graham Keegan, attempted to host several roundtable discussions of bilingual education with all sides represented only to have the events break down into less than constructive arguments.

Recently, the Center for Equal Opportunity sponsored a conference on this issue in Phoenix, bringing together opponents and proponents of bilingual education as well as state and federal policy makers to discuss their differences in a constructive manner. The strict format of the conference allowed for greater understanding of the concerns of all involved. Despite the epic proportions of this struggle between advocates and critics of bilingual education, the differences between both sides are actually quite small. It was this realization which led the National Research Council (NRC) in a 1997 report to call for researchers to stop focusing on which program works best, and instead focus on identifying effective strategies with are successful across different mediums. Professor Kenji Hakuta, who chaired the NRC report committee, has also called for a greater emphasis on ensuring that language-minority children are receiving effective and high-quality instruction whether it is in a bilingual, ESL or structured immersion program.

It is both heartening and sad that the major difference between a long time critic of bilingual education such as Rosalie Pedalino Porter and a supporter such as Stephen Krashen is on the amount of English versus the amount of native language used in a student's school day.

Indeed the debate is not between Spanish-only versus English-only instruction, but simply a matter of degrees. With a renewed focus on parental choice and accountability in all programs for English-learners, both sides may actually be moving in the same direction.

Jorge Amselle is the Executive Director of the READ Institute and Vice President for Education at the Center for Equal Opportunity in Washington, DC.

The Findings

Table 1:

	Valle del Sol		Levin	
	Bilingual	Mainstream	Bilingual*	Mainstream
	(n=18)	(n=6)	(n=12)	(n=3)
Agree	34%	17%	0%	0%
Disagree	66%	84%	89%	100%

Table 2:

	Valle del Sol		Levin	
	Bilingual	Mainstream	Bilingual*	Mainstream
	(n=18)	(n=6)	(n=12)	(n=3)
Agree	61%	67%	88%	100%
Disagree	39%	33%	0%	0%

Table 3:

	Valle del Sol		Levin	
	Bilingual	Mainstream	Bilingual*	Mainstream
	(n=18)	(n=6)	(n=12)	(n=3)
Kindergarten	89%	50%	89%	100%
1st grade	83%	50%	89%	100%
2nd grade	44%	17%	67%	100%
3rd grade	11%	0%	67%	67%
4th grade	6%	0%	33%	67%
5th grade	6%	0%	11%	0%

Table 4:

	Valle del Sol		Levin	
	Bilingual*	Mainstream*	Bilingual*	Mainstream
	(n=18)	(n=6)	(n=12)	(n=3)
More English	69%	83%	22%	33%
More Spanish	17%	0%	44%	0%
Wrote "it depends"	0%	0%	22%	67%

Table 5:

	Valle del Sol		Levin	
	Bilingual	Mainstream	Bilingual	Mainstream
	(n=18)	(n=6)	(n=12)	(n=3)
Never	17%	17%	0%	0%
Seldom	28%	50%	0%	33%
Often	28%	33%	33%	33%
Central to teaching	28%	0%	67%	33%

Table 6:

	Valle del Sol		Levin	
	K - 2nd *	3rd - 5th	K - 2nd	3rd - 6th
	(n=10)	(n=8)	(n=4)	(n=5)
Agree	60%	38%	0%	40%
Disagree	20%	63%	100%	60%

Table 7:

	Valle del Sol		Levin	
	K - 2nd *	3rd - 5th	K- 2nd	3rd - 6th
	(n=10)	(n=8)	(n=4)	(n=5)
Agree	70%	63%	0%	0%
Disagree	20%	38%	100%	100%

***Indicates that not all teachers responded to item.**

◄◄ ***Table 2.*** *Teacher response to statement, "If I really try hard, I can get through to even the most difficult or unmotivated student."*

Table 3. *Percentage of teachers who recommended 50% or more instructional time in Spanish as per grade level of students.* Teachers at the two schools differed regarding the use of Spanish for content instruction, particularly the mainstream teachers. Table 3 shows how they responded when given the opportunity to "design" their own bilingual program. Although the majority of Valle del Sol teachers did not believe in the efficacy of their bilingual program (early exit transitional), many used it as a model. The Levin teachers also favored their own approach (late exit bilingual). But the difference between the mainstream teachers from the two schools was dramatic. Those from Levin showed strong support for bilingual approaches whereas teachers from Valle del Sol recommended far less Spanish as a medium of instruction.

Table 4. *Percentage of teachers who would "compromise" their bilingual "recommendation".*

When given the opportunity to "compromise" their program to favor more English or more Spanish, Valle del Sol teachers supported increased use of English. At Levin, the bilingual teachers favored more Spanish while the others either favored more English or wrote "it depends" indicating the solution would depend on the needs of students.

Table 5. *Percentage of teachers who permit students to use Spanish when working together even when they are teaching in English.*

I was astonished to find bilingual teachers at Valle del Sol who did not allow the use of Spanish in their classes. At Levin, freedom to use either language was central to the teaching philosophy of two-thirds of bilingual teachers and not one teacher objected to students using Spanish.

Table 6. *Bilingual teacher responses to statement, "I often use English in classes I'm supposed to teach in Spanish in order to increase my students' knowledge of English."*

Table 6 shows how frequently bilingual teachers actually used English when teaching content scheduled in Spanish. The biggest difference was in the primary grades (K-2nd) where 60% of the bilingual teachers at Valle del Sol admitted that they used English when they were supposed to be teaching in Spanish whereas not one of the Levin teachers did so. Given the critical importance of establishing literacy and thinking skills in the native language, the practices at Valle del Sol were disturbing.

Table 7. *Percentage of bilingual teachers who report that they often find ways to make lessons less difficult when teaching in English.*

Making that link between language use practices and expectation is demonstrated in Table 7. When bilingual teachers were asked whether they found ways to make lessons less difficult when teaching in English, the results were startling. Not one of the Levin bilingual teachers (who used enrichment approaches in their teaching) indicated that they diminished the level of challenge when teaching in English compared to 63% of upper grade and 70% of lower grade bilingual teachers at Valle del Sol.

Conclusion

Carol Persell theorized that teacher expectations were products of societal level biases which impacted on individual communities and school-level environments. Thus, Valle del Sol teachers were being affected by biases against the use of native language instruction. These biases were creating contradictions in their bilingual education program. The teachers believed in the myth that native language instruction is an obstacle to learning English. By pushing ever harder to insert even more English medium instruction, they were reducing the impact of Spanish language skills in the development of academic proficiency in English. In short, Valle del Sol bilingual teachers were forced to reduce the challenging nature of their instruction in English simply because the level of English proficiency was not sufficiently developed to emphasize higher levels of thinking in that language.

On the other hand, Levin Elementary emphasized research-based approaches and "Unity of Purpose" in their restructuring efforts and all teachers were on the same page regarding the value of bilingual education and the ability of their students to meet their standards. By gradually introducing content instruction in English, the bilingual teachers felt that their students' capability in English was sufficient to perform at high levels and that the earlier efforts in Spanish yielded students who were better prepared to handle academics in either language.

Here, language was not the concern but rather that the students received an enriched education and the opportunity to express themselves critically.

In observing classes at the two schools, I found that the Levin students in third through fifth grade seemed more comfortable with their English than their counterparts from Valle del Sol.

Because Levin built on the strengths of their students, their capabilities were evident. Because Valle del Sol teachers emphasized English proficiency, they tended to view the capability of their students on that

Continued on p.37 ➡

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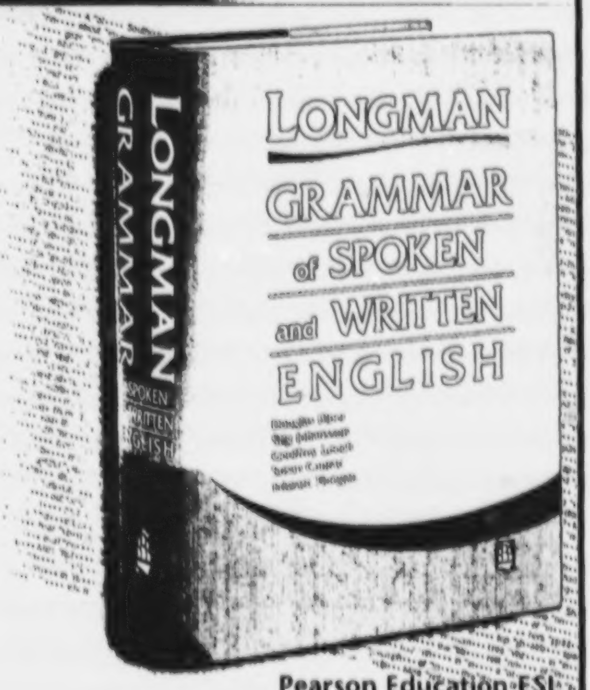

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by Victoria Kimbrough

The 'Virtual' Classroom:

Cold and impersonal or a teaching environment worth embracing?

There appears to a great divide among English Language Teaching professionals about the efficacy and practicality of online teaching and learning. Some have embraced cyberspace wholeheartedly, integrating activities using email and the worldwide web into their "live" classes or creating courses taught entirely online. Others see it as a cold, impersonal medium alien to any meaningful human interaction-practically the antithesis of what the student-teacher/student-student relationship, that is essential to real learning, should be. Can courses taught entirely online be as good as "live" courses? How would these courses work? Can teachers, specifically ESL/EFL teachers, be trained effectively through online? What are the advantages and disadvantages of on-line courses? What can be done on line that can't be done in an on-site class? What can be done more efficiently and effectively?

When we began planning the development of an online version of The New School's English Language Teaching Certificate our priority was to ensure that we preserved both its practicality and effectiveness in the new medium. Fortunately we were able to build the online program using The New School's award winning DIAL (Distance Instruction for Adult Learning) program.

All DIAL courses are fully interactive. Students and instructors "meet" asynchronously, in virtual classrooms and project areas where they share information, ask and answer questions and complete assignments. Classes begin and end on specific days and students are required to log on a certain number of times a week. There are deadlines for assignments and projects, but both the work and the students' participation can take place at any time of the day or night, 24 hours a day from anywhere in the world.

Student Orientation

Students who have enrolled in a class receive a password to gain access to it. They begin their class with a one-week online orientation in which they learn to maneuver in the DIAL environment, upload and download information, use a limited selection of HTML codes, and get help. There is a 24-hour telephone help line as well as an online technical support system. Perhaps most importantly, students also learn etiquette for interacting with others online. They also have time to look at the course syllabus and requirements, order their textbooks online download handouts and visit other areas of the New School online campus. One place they might visit, Bar Six, is named for a popular cafe in the New School's Greenwich Village neighborhood. There they meet other students taking courses online and start to feel part of a community of learners.

Faculty Development and Support

All faculty wishing to teach online must take a 10-week online training program the semester before their course is offered. This program provides the training needed to work within the DIAL environment. Online teachers learn how to create items, use basic HTML, integrate pictures, audio and video segments into their courses, monitor their students and use the environment to customize their courses. Even more important, they get help with online pedagogy and insight into what it takes to build a community of learners. Besides working with DIAL trainers, instructors can observe ongoing classes and "talk" to experienced instructors learning from their past mistakes and successes.

DIAL also offers instructors a whole network of support. It provides a 24-hour help line and an online technical support system. It also obtains permissions for copyright material and puts handouts online so students can download them. DIAL helps instructors make videos and either puts them online in digital form or makes copies and sends them anywhere in the world. The system monitors student involvement and calls students who are not participating.

What is a DIAL course like?

When the course begins, students log on, enter their course and meet their teacher. The first class or item is always a wel- ▷▶

Distance Learning Made Easier On The 'Superhighway'

by Jilly Jiu

There are numerous ESL-related teacher-training courses available by distance learning. For example, the School of Education at Indiana University offers a training course in English for Specific Purposes. Other online IU courses including Teaching Adults to Read and Developing Workplace Literacy Programs are available with an ESL emphasis and are part of the Masters Degree Program in Language Education (online).

Teachers and administrators in Kansas can get an ESL endorsement in Elementary or Secondary Education via Distance Learning through the Kansas State University ESL Distance Education Program. The University of Memphis also provides ESL Teacher Endorsement Courses online.

Seattle Central Community College offers teachers, paraprofessionals and other interested persons the opportunity to enroll in its distance education-based Teaching English-as-a-Second-Language Training Program. The program consists of three correspondence courses and a summer institute; all are aimed at giving participants a strong foundation in TESL with an emphasis on methods and in working with students from diverse language backgrounds. The courses, designed and selected by local ESL/bilingual education practitioners, total 24 credits, meeting the requirement for the state education certification ESL Endorsement. The UCLA Extension has a choice of three distance courses: The TESOL Certificate Program, the TEFL Program, and the CLAD Program for teachers in California. Newport Asia Pacific University provides various specialized short courses online for teachers.

Specialized short courses online for teachers

Montreal-based McGill caters to teachers wanting ESL certification as well as teachers of foreign languages with its FSL Teaching Certificate.

Britain's Aston University was a pioneer in distance education for language teachers. It offers a number of programs leading to postgraduate degrees in language teaching which are recognized throughout the world. Aston's Distance Learning courses range from two to five years in duration. Teaching methods include print and audio-visual distance learning materials, optional weekend workshops and tutorial support. Another British institution, the University of Surrey, offers an MA in Linguistics (TESOL) course, which is operated on a distance learning basis. Students following the program are currently located in around 52 countries worldwide. The course is aimed at practicing teachers with at least two years of teaching experience who have reached a state in their career when they wish to relate what they do in the classroom to relevant theories. The University of Leicester also runs an MA in Applied Linguistics/TESOL by distance.

"Down Under" degrees and certificates are offered by a number of Australian universities including the University of South Queensland Graduate Certificate in Teaching Second Languages. Sydney's Macquarie University is well known for its teaching excellence in Applied Linguistics. All of its programs (Masters, Postgraduate Diplomas and Certificates) are available by distance.

◁◁ come area where students introduce themselves, find out about their classmates and express their expectations for the class. This is very important as it starts the process of building community. In the next item, instructors will probably give students information, start a discussion and/or give them an assignment. When the first student logs on, he or she will read what the instructor said and either responds immediately or does some reading, composes an answer and comes back online to respond.

The next student coming in will respond not only to what the teacher said, but to his or her classmate's contribution as well - just as in a live class. The item then continues to develop over a period of days until the teacher determines when it is time to start a new item. Throughout the discussion in each item the instructor logs in reg

ularly to talk to the class, answer questions, clarify, encourage, stimulate and add more information. All items remain online for the duration of the course. Many students print out items or even the whole course at the end.

Items can also serve as workspaces and be assigned to individual students, pairs or groups. The instructor might give each student his or her own item and ask that assignments be posted there. This makes it possible for all the students in the course to see and comment on each other's work.

Instructors can also create items for pairs or groups to work on projects together. This avoids having to work through email and gives students a place where they can conference online. It also permits the instructor to visit students as they work on projects, give them feedback and redirect them if necessary. The instructor can also ask other students to visit work groups to see what they are doing, comment, question and learn.

Characteristics and Challenges of Online Learning

In order to match the efficacy of the class-based ELT Certificate we had to alter our perspective and do a good deal of problem solving. One challenge particularly linked to teacher training online is demonstrating teaching techniques. Instructors have been very creative in finding ways to explain techniques in print, but there always comes a point when trainees need to be shown. With help from DIAL we have been able to create a series of teacher training videotapes which are copied and mailed to students in certain courses. Eventually, these videos will be digitized and delivered online.

Evaluating student work is another challenge. How do we know students are doing their own work? We've found that we can be more certain about the authenticity of a student's work if they do projects rather than tests. They write syllabi, lesson plans and activities and, in some courses, they are then required to use these with an ESL class.

A popular criticism of online learning, the lack of human contact, seems to be the least problematic. Students actually get to know each other very well and show a willingness to help each other and work together that is not always seen in live classes.

The necessity of communicating through writing in online courses is one of its most distinctive characteristics. Instructors have found that since responses are written (usually after some time for reflection) that they are generally well thought out and more profound than comments in live classes. Even better, nothing is ever lost. At any time in the course, the instructor can refer students back to previous discussions or activities. If a student gets off the subject in one item, the teacher can cut and paste what was said into the appropriate discussion thereby avoiding confusion or a lot of shuffling back and forth between items

A huge advantage of online learning is the ease with which students can see each other's work and give feedback and help. Instructors can follow students as they work together on projects on line and understand their thought process as well as give timely feedback.

Instructors can invite guest lecturers to class since anyone with access to the Internet can participate in a class. This added to the fact that the instructors themselves can teach from anywhere in the world makes it possible for people in the most isolated circumstances to get the best instruction available.

All of this does not mean that online learning is better than attending a live class. As Sherry Preiss, one of The New School's ELT/DIAL instructors aptly put it, "Lets not compare online education to live education. Rather than seeing distance learning as an impediment to what we can do live, we should look at it as an whole new medium that opens up teaching and learning opportunities that don't exist in live classrooms and that presents new possibilities for teachers and learners."

Victoria Kimbrough, Associate Director, English Language Teaching, Dept. of English Language Studies, The New School, New York City, New York.

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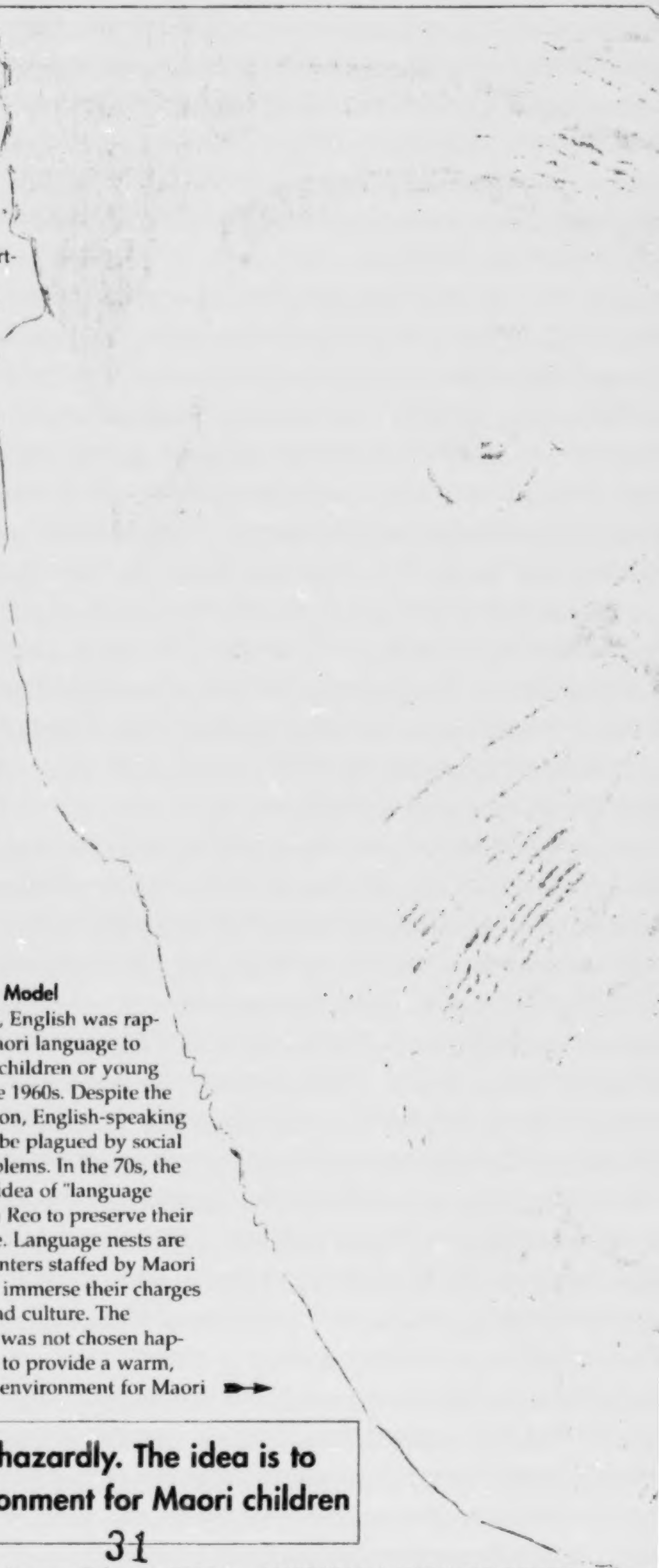

Te Kohanga Reo

The last century was a time of revival for American Indians in the United States. After four hundred years of decline, native populations began to rise around 1900 and, according to the U.S. Census doubled between 1970 and 1990 from nearly one million to almost two million.

Past efforts to "save" American Indians focused on assimilating their children into mainstream culture in schools by converting them to Christianity and teaching them English. Nothing of value was seen in their traditional languages and cultures. These efforts at assimilation had parallels in Canada, Australia, New Zealand, and throughout Latin America. But, despite over a century of these policies, the now English-speaking American Indians continue to face a host of social and educational problems. Government schools worked at cross purposes with Indian communities that valued their languages and traditions, and students received negative messages in schools about the value of their cultural heritage and themselves as "Indians."

The dramatic population gains of the last quarter century have been accompanied by a cultural renaissance among indigenous peoples in the U.S. Attempts to revive American Indian languages started with the passage of the Bilingual Education Act of 1968 (also known as "Title VII"). But these efforts focused on minimal use of tribal languages in schools and they usually had little effect beyond teaching students how to count and learning the names of colors and animals in their native language.

The main focus of the Bilingual Education Act was to teach English, and hastily recruited indigenous language teachers lacked training and materials. They usually patterned their indigenous language teaching after the generally ineffective methods used to teach foreign languages in high schools and colleges.

The Maori Model

In New Zealand, English was rapidly replacing the Maori language to the point where few children or young adults spoke it by the 1960s. Despite the promise of assimilation, English-speaking Maoris continued to be plagued by social and educational problems. In the 70s, the Maoris hit upon the idea of "language nests" or Te Kohanga Reo to preserve their language and culture. Language nests are preschool daycare centers staffed by Maori speaking elders who immerse their charges in Maori language and culture. The metaphor of a "nest" was not chosen haphazardly. The idea is to provide a warm, protected, nurturing environment for Maori ➤➤

The metaphor of 'nest' was not chosen haphazardly. The idea is to provide a warm, protected, nurturing environment for Maori children

children, some of whom come from dysfunctional homes. The success of the language nests led first to a demand for Maori immersion elementary schools, then secondary schools, and today one can go to a university and take teacher education courses in Maori to become a Maori immersion teacher.

The Maoris' success was not lost on Native Hawaiians whose traditional language and culture was suffering similar setbacks. Hawaiian language nests, or Punana Lao in Hawaiian, were established in the 1980s. Elementary, secondary, and university education in the Hawaiian language followed in succession. Repressive English-only state laws were removed through political effort, and teachers were recruited and trained to teach the "language nest" graduates.

Immersion language teaching

In recent years attempts have been made in the continental U.S. to combine the New Zealand and Hawaiian models with the theories of Stephen Krashen and other second language acquisition theorists. In Wyoming Stephen Greymorning of the University of Montana has worked with local Indians to improve the teaching of Arapaho. Various immersion language teaching methods were employed to achieve this goal.

> School-based efforts at language revival, even at the elementary level, come too late in the day for most children

Immersion language teaching methods differ from traditional second language teaching methods because teachers speak only in the language being taught and focus on developing students' "conversational proficiency," rather than learning points of grammar or how to read and write. Initially, "Total Physical Response" (TPR) type teaching methods, most often associated with the psychologist James Asher, are used where students demonstrate their understanding by following simple oral instructions that teachers give without translation. Teachers model the required movements as they give the instructions to "sit down," "stand up," and so forth. More advanced students can act out simple stories in what has been called TPR-Storytelling. As immersion students advance, academic content is combined with language instruction so that students are learning math, science, social studies, and other school subjects along with their new language.

Beyond School

School-based efforts at language revival, even at the elementary level, come too late in the day for most children. Native societies taught children through traditional stories and other child rearing practices values of respect, generosity, and hospitality. Dr. Greymorning advocates the Maori philosophy of "language from the breast" that emphasizes intergenerational language transmission in the home. The Maoris have started language classes for mothers with children 16 to 24 months old. Mothers learn Maori while their babies also learn the sounds and rhythms of language spoken around them.

Indigenous language revival efforts are part of a larger effort to heal native communities that have been shattered by the onslaught of the dominant culture. These communities lost their traditional roots and often acquired only the more superficial elements of the dominant culture evident in Hollywood films and on television.

Today, even on remote Indian reservations, there is youth gang activity. Dr. Richard Littlebear, president of Dull Knife Community College and Northern Cheyenne language activist, comments, "Our youth are apparently looking to urban gangs for those things that will give them a sense of identity, importance, and belongingness. A characteristic that really makes a gang distinctive is the language they speak. If we could transfer the young people's loyalty back to our own tribes and families, we could restore the frayed social fabric of our reservations."

Back To School

While the face-to-face "primary discourse" provided in language nests is vital for emotional and social well being, children also need to be introduced to a "secondary discourse" of stories and other knowledge from outside of their local community. Today, these stories can be delivered via tape and video recordings. But they are commonly delivered through reading and writing – in schools.

Indigenous students have not performed well in schools that treated their lack of mainstream cultural and linguistic background as a deficit to be overcome. Despite the good intentions of the "War on Poverty" programs like Headstart, Chapter 1, and special education, large numbers of indigenous students continue to fail in our increasingly test driven schools.

Language activists say that indigenous languages and cultures are not deficits to be overcome but rather are strengths to be maintained or revived and built on. They are asking in the words of Jerry Lipka and Alaskan Native teachers to "negotiate" the curriculum of the school so that it reflects native as well as mainstream culture. Sometimes efforts at language revival go too far where, in a reaction against English-only schooling, schools institute indigenous-language-only education that ill prepares students for most higher education in the United States. However, the prominence of English language media means that even in such situations students do learn to speak English. More thoughtful indigenous language activists tend to promote bilingual education that maintains the native language while adding English or teaches the native language as a second language while maintaining English.

Proponents of English-only legislation claim that language assimilation will end ethnic divisiveness. Measures like California's Prop. 227 not only divide white America from minority America but also divide the minorities themselves between those who want to be "good Americans" and assimilate and those that want to retain their traditional cultural values. My experience with American Indian education and bilingual education supports the contention of Dr. Littlebear that language and cultural revival movements are generally healthy for America. The civil unrest that Ron Unz, the author of Prop. 227, and others fear is a product of loss of traditional values and poverty. Assimilation, especially in regard to America's popular culture, will cure neither of these ills.

Jon Reyhner, Northern Arizona University, Flagstaff, Arizona is editor of the 1992 University of Oklahoma Press book Teaching American Indian Students.

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Center for Language Education and Research
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Special Report

Staff Development:

The Most Crucial Component of Successful Inclusion

In a recent issue of the American Language Review (September/October 1999), four components of an inclusion model for ESL in the elementary school were outlined. These four components, staff development, adapting instruction and curriculum, adequate resources, and positive attitudes are interdependent and essential for successful inclusion. This article will focus on the first and most crucial component: staff development.

In the first of a four-part series on Inclusion Models for ESL in Elementary Schools, **Howard De Leeuw** and **Susan Stannard** examine Staff Development

Three years ago, Spokane Public Schools changed from a self-contained center model to an inclusion model. Many teachers had, for the first time, non-English and limited-English speaking students in their classrooms. Feeling overwhelmed and unprepared, teachers greeted this change with anger and frustration. There was a general outcry for more support. Grade-level teachers tend to rely on hearsay, misinformation, and "naïve notions of language proficiency" (Clair 1993), if they lack a knowledge base for addressing the needs of English language learners. The importance of teacher training and qualifications is further underscored in a study comparing similar student populations among schools in New York City. In this study, teacher qualifications accounted for nearly 90 percent of the variation in student achievement in reading and mathematics at all grade levels tested (Greenwalk, Hedges, and Laine 1996). Clearly, well-trained teachers are invaluable to student success. Although limited tutor support is provided in an inclusion model, the grade-level teacher, not the support staff, will spend the most time with ESL students in the classroom and will therefore have the greatest impact on their success or failure. Recognizing the need for staff development, Spokane Public Schools hired a full-time ESL facilitator during the first year of the inclusion model, and a second facilitator the next year. The facilitators' primary role is to offer training to teachers and support staff through inservices, one-on-one, or small group consultations. For staff development to succeed, training must be offered at a variety of times in a variety of settings.

Although the target audience is grade-level teachers, all district staff should be encouraged to attend, including Title I staff, school psychologists, speech language pathologists, counselors, tutors, etc. Offering college credit or clock hours, which impact salary and certification, is essential in providing an incentive for staff to attend. The challenge of getting the word out can be met by distributing brochures and flyers to all staff, as well as asking principals to remind their schools of upcoming staff development opportunities.

In Spokane Public Schools, four foundational areas for training are offered: Second Language Acquisition, Instructional

by Howard de Leeuw and Susan Stannard

Strategies, Modifying the Curriculum, and the Effects of the First Language and Culture on Learning. All four inservices focus on practical connections and applications to curriculum and the classroom.

Grade-level teachers, despite their competency in the classroom, may have little understanding of the dynamics o learning a second language. The key information provided i the inservice on Second Language Acquisition is the notion of BICS or Basic Interpersonal Communication Skills and CALP or Cognitive Academic Language Proficiency, introduced by Jim Cummins. This information is intended to answer questions such as, "Why is this child so quiet?" or "How come this child can speak English so well, but can't read or write?" Once teachers understand that non-English speakers will begin developing social language first, and thi language will be primarily aural/oral, expectations can be adjusted to focus on language development rather than grade-level objectives.

The inservice on Instructional Strategies is based on the premise that good teaching is good teaching, and that there are no strategies unique to teaching English language learners. Teachers, however, are often unaware that many strategies they use in the classroom are appropriate for all students, including ESL.

Modifying the Curriculum presents the area of greatest controversy among teachers. The perception exists that modifying is too time-consuming. Yet, teachers spontaneously modify all the time by adjusting curriculum to meet the needs of individual students, and in this inservice, teachers become aware of the relevancy of these modifications for ESL students as well.

The Effects of the First Language and Culture is intended to familiarize participants with potential areas of transfe and interference from a child's primary language to English Given this information, teachers have a better understandin for assessing language errors.

Staff development opportunities and topics continue to evolve. The Special Education Prereferral Process for ESL Students was included in the 1999-2000 offerings. Other topics in the planning stage are Developing Literacy and Alternative Assessment.

Educators, accepting of all students in their schools, wi view English language learners, not as deficient in English, but rather as children who are capable of learning another language and succeeding in school.

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Howard de Leeuw, Ph.D., Susan Stannard, M.A., ESL Facilitators, Spokane Public Schools, Washington.

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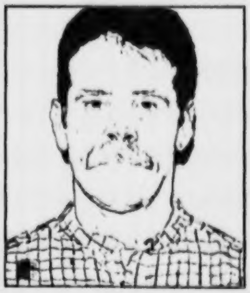
Bilingual By The Book

Publishers in the United States certainly did take their time in recognizing the benefits of bilingual education publishing, says **Andy Martin**



HOW HAVE textbook publishers responded to the changing political climates and raging debates over bilingual education?

Pretty much as you would expect. As capitalist organs, they don't really have political axes to grind or ideologies to promulgate. Basically, they follow the money.

And where does that money come from? Surprise! It comes from you and me in the form of federal, state, or local funding of public school bilingual education programs. The overwhelming majority of these programs are at the K-5 level, as are most of the published materials for bilingual education. Everyone is concerned about the youngest kids, and rightly so since the easiest and best way to promote bilingual success for kids is to teach them as early as possible.

Bilingual enrollments drop dramatically at middle school and high school levels. Bilingual college programs are almost nonexistent (though there are a few, such as Holyoke Community College in Massachusetts, Hostos Community College in New York, and the University of Mexico branch in San Antonio.)

The two most significant events that shaped the course of publishing in bilingual education were the passage of Title VII in the late 60's (which authorized federal spending for bilingual education), and the Supreme Court Decision, *Lau v. Nichols*, in the early 70's. This ruling mandated bilingual instruction and materials for any group of 20 or more children enrolled in a school district (regardless of grade) to be paid for by state and local funding. What was the reaction of U.S. textbook publishers when these twin opportunities of funding and profit potential appeared? Well, not much at first–probably ➠

LinguistiCAL

from p.14

Note: This column derives from an institute at the 1999 Regional Conferences on Improving America's Schools led by Lily Wong Fillmore and Catherine Snow called "Helping LEP Students Learn to Read: What All Educators Need to Know."

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Wong Fillmore, L. , & Snow. C. (1999). What educators – especially teachers – need to know about language: The bare minimum. http://www.ncbe.gwu.edu/iasconferences/1999/institutes/lep/index.htm (NB: Comments on this draft paper are invited from ALR readers and can be addressed to iaspaper@cal.org).

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because the potential wasn't felt to be great enough. As a result, after Title VII was passed, schools used federal moneys to buy imported texts. Unfortunately, some of these were inappropriate because they reflected the curricular needs of countries other than the U.S. Also, the language levels tended to be too sophisticated for American students.

Three of the bigger Spanish language publishers who began selling into the U.S. market in the late 60's and early 70's were Santillana and Anaya las Americas from Spain and Voluntad from Colombia. One small U.S. company – Laidlaw – published in Puerto Rico before tackling the burgeoning bilingual market in the States. Two other outfits also began publishing: Economy, based in Oklahoma, and Crane who got its start from a grant made by the state of New Jersey to create bilingual materials in Spanish. The company never became huge, but was adopted in Miami. Eventually, Economy and Laidlaw were both acquired by McGrawHill, and Doubleday, respectively.

Santillana set up operation in the U.S. to publish Spanish bilingual materials specifically for the elementary school market. Voluntad and Anaya did not follow suit, but continued selling imported books. From the mid 70's to the mid 80's, the U.S. division of Santillana ruled the bilingual market place.

But change was in the air: Mexican and other Spanish speaking immigration had reached record levels in Texas and California. Something needed to be done about educating the children of legal and illegal immigrants. Both states decided to compel publishers vying for the English reading adoptions that they had to also submit a Spanish bilingual reading program for adoption. If publishers did not comply, they would not even be considered. Although the Spanish bilingual population was growing, it was still only about 1/10th of the English speaking population. This meant that the publishers theoretically had to spend as much money on a reading series for Spanish as they would for English and make only 1/10th as much money. By the way, it costs nearly $20 million to develop a full color, hard cover basal series with all the bells and whistles. As you can imagine, the publishers were not happy campers.

Manolo Rodriguez, who has worked for three of the major players in the US bilingual publishing world and is currently editorial director of Scholastic's Bilingual Publishing Program, recalls those days. "In 1985 I started working as a freelance editor at Scott, Foresman in one of their first attempts to develop a basal Spanish reading program. I did not realize it at the time, but that was the beginning for all Spanish educational programs designed to compete in states like Texas and California, where equity with English programs would be an issue. Prior to that, companies were only offering supplemental programs or Spanish materials that did not offer the scope of basal programs."

The Spanish reading programs submitted in the 1986 Texas adoption came up short when compared to the English reading programs. Sure, publishers had produced materials that could be adopted, but it was apparent that they were lacking equity (in fact they were mostly direct translations of their English counterparts and pedagogically not appropriate since leaning to read in Spanish is hardly identical to learning to read in English. Also the materials were shorter, produced on poorer quality paper and lacked ancillaries such as readers, workbooks, video, and software.)

As the population of
on growing, pub
language programs

By now, the development and production of Spanish programs was beginning to become a headache for publishers. The equity issue was making it even harder to foresee an improvement in the profit forecast, and the production and development problems were being compounded, since there were more products to be created. Spanish programs were being perceived within the publishing companies as "the fly in the ointment," but they had to be produced because they were the "ticket" to enter the adoption races in some states.

In the 1993 Texas reading adoption, publishers improved the equity between Spanish reading programs and English reading programs. They started calling their Spanish programs "parallel editions." The quality of these materials improved and, at about the same time, supplemental Spanish materials published by companies including Hampton Brown, Scholastic, and Modern Curriculum Press were being gobbled up by both adoption and non-adoption states. As the population of limited English proficient students kept on growing, publishers began to realize that Spanish language programs could be profitable.

And then came the Negative Nineties: English Only, Prop 227, and uniform tests for English and non-English speakers. Okay, so bilingual education wasn't perfect and the whole-language approach did produce some pretty low reading scores. There was corruption and incompetence in some, though certainly not all, of these programs. Many were actually successful. But there was a huge backlash, fueled, in large part by racism. As always, there were plenty of politicians ready to jump on the bandwagon.

Genaro Bastos, president of Bastos Book Company and former professor of language education at William Paterson University and New Jersey City University, lays the blame for the bilingual backlash at the feet of politicians, judges and mainstream school administrators who basically set these programs up for failure. It was the 'everybody's an expert in education' syndrome. The courts and school administrations did not rely on existing expert advice, opinion and research. Many programs were designed more for economic and political expediency, that is, to keep the voters quiet and happy. In fact, many bilingual programs became the dumping ground for children that monolingual teachers couldn't handle, much in the same way as some states have used special ed. as a similar dumping ground.

Bastos feels that bilingual administrators were never given power by monolingual (English) administrators to implement "true" bilingual education programs. Most bilingual programs were primarily devoted to teaching language rather than the full curriculum. Also, in many cases, instructors with no concept of or training in bilingual education were hired, only because they happened to speak Spanish. In some cases, they didn't even speak English. Bastos claims that this may even have been done deliberately in some cases to ensure that the programs would have minimum success or be outright failures. Bilingual programs use nationally recognized tests to both place students in bilingual programs and to eventually mainstream them. The LAB Test Language Assessment battery) and the LAS (Language Assessment system) are the two most widely used.

Amazingly, most school districts will mainstream students when they have reached the 40th percentile in language proficiency! If there was ever a formula for failure, this is it.

As we enter the new millennium, U.S. textbook publishers have finally got it almost right, in part because they have responded to the national crisis in education and are creating materials that meet the new state standards in Spanish. Prop 227 may still be the law in California, and many states are restricting the number of years a student may be in bilingual or ESL programs ESL, but Texas and Florida are still in favor of bilingual education. People like Manolo Rodriguez and Genaro Bastos are confident that bilingual education is here to stay. As Bastos says, "The U.S. is already a bilingual nation and those without bilingual skills tomorrow will be like those without computer skills today. Any publisher and school system that does not recognize this will be left behind." Textbook publishers will respond as the demand for bilingual education materials increases. And it will.

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hers began to realize that Spanish
ould be profitable.

Andy Martin is the Publishing News Editor, *American Language Review*. Thanks to Manolo Rodriguez and Genaro Bastos for providing much of the factual background to this article.

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from p.23

criteria alone. As the saying goes, when you define your problem as nails you tend to look to hammers as the solution. Valle del Sol teachers defined English as the problem, so they believed that more English was the solution. Such attitudes, common in many schools teaching language minority students, limit the expectations teachers can realistically have of their students.

Key Terms

Bilingual Education Schools: Here, schools with a large proportion of limited English proficient (LEP) students within its student population (approximately 40% or higher) and which utilize bilingual (Spanish/English) educational approaches in teaching these students.

Expectation Climate: That aspect of school climate referring to the predominant conceptions of student strengths and weaknesses, beliefs in student capability, and theories of student performance that appear to govern and/or to be defined by the pedagogical actions - or lack of them - pursued by teachers and administrators whether or not these conceptions, beliefs, or theories are officially articulated or not.

Interactive/Experiential Philosophy: The approach used by a school and/or teacher based on the assumption that language minority students and their families bring certain strengths to the school setting and the school/teacher's role is to build from those strengths.

Teacher Expectations: Inferences that teachers make about the future behavior or academic performance of their students based on what they believe they know about those students now.

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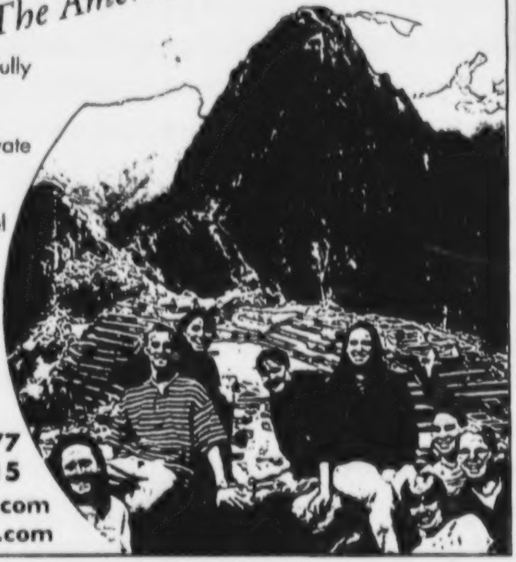

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by Amy Burns Short

In a series of articles published last year in *American Language Review*, Amy Burns Short focused on the role of International Teaching Assistants in American colleges and universities. Three ITAs, in their own words, describe to her their teaching experiences.

Shared Experiences

Carlos Roman, graduate student in astronomy, University of Florida:

The ITA course at UF is maybe the most useful tool we have for improving our skills in an efficient way. The use of audiotapes and videotapes for monitoring our progress, as well as the use of weekly journals and difficult word lists are the fastest way to improve poor language skills, to develop new abilities in listening and speaking and also to give the individual a little more trust in himself/herself when confronting a group of critical students.

Of course–and this is only my point of view–you may think it is an error to let the new international graduate student to teach who has just jumped off the plane in a new country. In my personal experience, after almost three years of being a teaching assistant in Mexico City, I still felt very scared of not being doing the right thing when I stood in front of my first American class. The students are expecting too much from you and you are giving them too little of your real experience in the subject just because of the language.

Maybe by allowing the new ITA to get involved into the English language for one semester; teaching in a simulated class and being instructed into the more delicate moods of speaking and listening–even if this represents a hard exercise–I think that would work better. The ITA, during that semester, can be tested several times to check improvement, can be active in conversational groups populated by volunteer native speakers, and still be a TA in a low level, maybe by assisting the professors in their grading or in the preparation of their teaching materials.

There are a lot of ways to help the TA, but it will never be a way to avoid very hard times between TAs and students. When an American student is not talking clearly, but just slipping out the words with the teeth almost closed and in a low voice to give the impression of being a cool person, then the ITA has a real hard time. When explaining to a sorority student that her paper is very neat and that those illustrations and decorations are definitely nice, but that her math is something that ►►

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◄◄ needs some serious comments – I can bet she will say "thank you" in very sad tone, smile a little and tell her close friend: "I'm sooo confuuused, why can't he speak in English?"

Of course, not all is bad, and I found that after the Academic Spoken English course, I learned a lot about understanding these difficult situations: the memorization of student names, the use of visual aids, the seminars of questions to undergraduate students, gave me a lot of good experience and they were well paid back by little notes from some students congratulating me for being a good teacher.

The best way to integrate into the American way of being a student, a teacher, and a person who takes a bus, buys a book or ask for some pizza by phone is not a matter of taking courses, but a matter of bravery.

After my first two or three weeks at UF, one of my students called me (I gave them my home phone number for emergency questions), and he talked to one of my roommates, because I was not there. He was inviting me to one of his freshman parties, because he was convinced "that Carlos rules, man, he is the best" (my roommate was laughing in the floor after he hung up). At that time I did not know what to think, but it was just that he was genuinely interested in socializing with me because it was his first time having a teacher from another country and he was actually not only understanding, but enjoying the class.

After my second semester of teaching, one of the students evaluated me as with poor communication skills, and also commented that he was not able to give an opinion of the class because "it was not in English." On the evaluation sheet he was asked to comment on the TA's abilities he wrote: "I don't know, maybe he has some [abilities] in Spanish." I did not pay too much attention to this because I knew from the handwriting he was one student who got a C after not turning half of the weekly lab reports required for the class. Actually, the rest of the students evaluated me highly, and a few even congratulated me and thanked me for their learning experience.

Anek Vorapanya, graduate student in computer science, University of Florida:

I enrolled in an English class that helped me overcome many problems that I had while I was teaching undergraduates. The practices that helped me the most were the videotaping sessions, pronunciation training, and biweekly conferences. The linguistic professor that I worked with [Kathryn L. Kidder, Coordinator, Academic Spoken English, University of Florida] pointed out many things from the videotaping session that might have hindered the learning process of my students. She helped me with my pronunciation, which was very poor at that time. Now I'm feeling a lot more confident to teach.

I like to interact with my students for many reasons. First, my class is an early afternoon class. Most students would probably have had lunch before they came. So, I had to wake them up somehow. The best way is to talk directly to them, not lecturing a class or talking to the air. Let them participate in the discussions as well as asking them to do some group discussion. By talking to them directly, they were alert and tended to pay more attention to what I said. Interaction allows me to know more what my students understand or do not understand.

Learning to know their names is important and necessary if you want to interact with your students. It was difficult at the beginning, but I got many suggestions from my linguistics professor on how to achieve that. I remembered all their names (about 40 of them) eventually. I like the idea of students thinking of me as a friend more than a teacher. I talked to them just like I talked to a friend. Doing this has both good and bad sides. Sometimes some students didn't respect me as much as they should (to the degree that a friend respects his peers). But the benefits seemed to outweigh the disadvantages. Students asked questions more often and participated more in class. They asked for help when they needed it.

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I can bet she will say "thank you" in very sad tone, smile a little and tell her close friend: "I'm sooo confuuused, why can't he speak in English?"

culture differences. I've been in the U.S. for many years and I've learned about the American culture quite a lot from TV and by observing people around me. What I really lacked was the day-to-day conversation skills. My professor helped me finding a linguistic student to help me talk more. That really helped too.

I got myself into some serious trouble a couple of times. Some of the students demanded to be treated differently. Some of them were not so nice on some occasions, but I wouldn't consider them as troublemakers. With lots of help from my linguistic professor, I managed to deal with all of them quite effectively.

My professor suggested that I do a review around the middle of the semester. I learned a lot about myself from those reviews by the students. They suggested to me many, many things that I should improve. I summarized the key points and talked to them how I would improve or what could be done to make the learning process more productive. They gave me many good suggestions. I was so glad that I did that.

I've met with many of my students after I finished teaching this class. They told me about their positive experiences with this class as well as some negative ones. At first, I was really scared to teach this class but when it was over, I was so happy that I really did it. I've learned so much by being a teacher myself. My experience teaching that class was a great one.

Weihong Gao, graduate student, Teaching English to Speakers of Other Languages (TESOL) Murray State University, Kentucky:

The courses that I have taken in the M.A. in TESOL Program at MSU have been very useful. Class observation and faculty orientation have contributed a lot to my classroom teaching. In addition, I constantly receive advice and suggestions from my professors and supervisor. I enjoy teaching very much, although it is not an easy job. Teaching brings me happiness and joy when I find that I get across to the students what seems almost impossible. Teaching brings me disappointment and frustration when students do not get what I am trying to teach them.

I would like to say that it is even harder to be ITAs in the field of ESL than in other areas because they are teaching students English, which is not their mother tongue. However, I do believe that ITAs can do a good job as long as they put their heart into it. Students like responsible instructors.

Amy Burns Short, Director of Graduate Teaching Programs, North Carolina State University, Raleigh.

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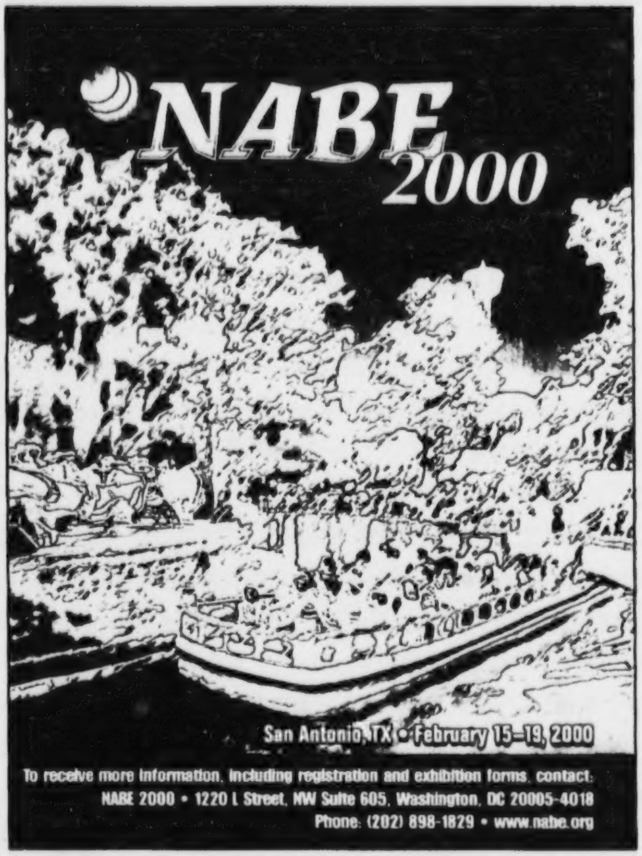

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Broaden your TESOL HORIZONS

by James Beetham

Do you want to work and travel?

The 'Old World' Needs You!

Moving to Europe offers teachers not only the opportunity to broaden their personal horizons, but also to extend their professional experience into a new arena.

There is a shortage of good quality ESL teachers in Europe, so take heart! The barriers to finding work in each of the fifteen countries of the European Union countries are different, as are the entry levels, and of course, the remuneration. For those of you lucky enough to have parents (and in some cases grandparents) from the "Old World", check if you have the right to a passport from one of these countries, and by inference, verify if this has any effect on your status as an American.

If you have the right to an EU passport you can work in any of the fifteen countries of the EU. This is a major advantage in your job search, broading your potential range of positions and allowing you to begin the job search in the US. The web has now allowed even the most obscure schools to market themselves on a global basis. Otherwise contact the embassy of the country in which you want to work; most will have a list of English language schools, and their contact details.

As a general rule, language schools are more likely to employ an EU passport holder since the school reduces its exposure to bureaucracy and the delays that can overwhelm any application for a work permit. In some cases a school will postpone offering you a contract until you have managed to get a work permit yourself. This raises the age-old conundrum of what to do when you need to have a permit before signing a contract, and the necessity of having a contract before obtaining a permit. In short, there is no easy answer. In order to get a permit, you need to show that you have a certain skill or ability that cannot be found anywhere else in the EU. As the demand for American English is increasing, your situation as an American English speaker should at least give you a start in differentiating yourself from the mass of other applicants. For those of you without rights to an EU passport, there are still a number of avenues that you can follow in order to get to your desired destination while avoiding the uncertainty of arriving in your host country without a job. In the private sector you can apply to a multinational, such as IBM, in order to become an in-house trainer, or sign up with one of the US schools operating in Europe.

The advantages of pursuing the in-house training route are that the company will arrange the work permit for you, you will probably be better paid and you may benefit from a housing allowance.

The disadvantages are that you may well be stepping right back into that American corporate environment from which you moved half way around the world to escape, with the corollary that the rich experience of your stay overseas may be diluted. The other problem is that your work permit is likely to be restrictive, and therefore the possibility of changing jobs while in the host country is much reduced.

Unsurprisingly, companies searching for in-house trainers tend to favor individuals with a track record in English for business, as well as a dose of management experience. This can limit the number of potential candidates for top-end positions but the nature of the work means that some companies will be looking for relatively inexperienced educators interested in pursuing a conservative career track, by starting as trainers before graduating on to management positions.

The other organized method to find that job is to find an American language school willing to send you overseas as an employee. American schools are pioneering the expansion of education as a freestanding industry. There are few major European cities that do not have an American school of sorts. These range from the relatively old "American School" in Bilbao, Spain, to the more modern "Wall Street Institutes," owned by Sylvan, in cities such as Paris and Geneva.

As in the US, increasing numbers of European students are going on to Graduate Schools, and a large percentage of the educational institutions are demanding American admissions tests. Therefore a student intent upon studying for a business qualification will have to sit the GMAT as well as the TOEFL or TOEIC. Obviously this method requires teacher training in the US as a prerequisite.

Whichever way you choose to pursue your job search, there are enough opportunities for reasonably well-equipped educators from the US to find a position in Europe, especially given the expansion of the industry, and the lack of native tongue speakers already working there.

Based in Brussels, James Beetham is European Correspondent for *American Language Review*.

A CELEBRATION OF DIALECTS

Dialects in Schools and Communities
Walt Wolfram, Carolyn Temple Adger and Donna Christian. Lawrence Erlbaum Associates, New Jersey, 1999, Paperback, 239 pp. $24.95.

OFTEN, WHEN THE issues of dialects and language come to the fore in social interaction and academic discourses, there is the tendency to classify certain social groups as speakers of dialects. Within the same breath, members of the dominant social group and the privilege members of the society are categorized as the speakers of the standard language. In the United States, this dichotomy is often perpetuated through the use of the term "language" and "dialects" to refer to the disparate varieties of English language.

Wolfram et al. (1999) shed more light on the misconception about language and dialects and the various ways people often use language, depending on the social context and their cultural backgrounds. In this regard, they argue convincingly that every language speaker speaks a dialect of a language. According to this cogent view, "Variation is so much a part of every language that a person cannot speak a language without speaking a dialect of that language.... If a person speaks the English language, that person necessarily speaks some dialect of the English language" (p. 2). Along this line, the popular assertion that some people speak a dialect, while others speak the standard language is not tenable.

Similarly, they contend that the value often placed on different varieties of dialects is only a social evaluation. This evaluation is not linguistically correct! The reader is constantly reminded of the linguists' assertion that all languages are equal, they are all equally rule governed and that there is nothing that can be expressed in one language that cannot be expressed in another. This perspective is also true of dialects. For instance, most of the research on African American Vernacular English (AAVE) suggests that AAVE is rule governed. According to Labov, instances where the Standard English language can contract the copula (the linking verb e.g. is and are), the Black English "dialect" will delete the copula. Thus, in place of "he is nice" (Standard English), the Black English speaker would say, "he nice." Wolfram et al also cite The Linguistic Society of America Resolution on the Oakland Ebonics Issue which states among other things that, "The variety known as 'Ebonics,' 'African American Vernacular English' (AAVE), and 'Vernacular Black English' and by other names is systematic and rule governed-governed like all natural speech varieties" (p. 21).

Equally important is the social problem and the stigmatization of those who are believed to speak a dialect of a language. According to Wolfram et al., certain groups of people often suffer some forms of discrimination because they speak a "dialect" of English language. They believe that discrimination based on dialects is one of the worst forms of discriminations in the United States. In fact, what is particularly lamentable is that most speakers of dialects have a very low perception of their language. Thus, they often feel that discrimination against them is justified. In some instances, dialect is perceived as a negative factor that will impede the progress of its speakers in school. According to Wolfram et al., this view must be jettisoned because there is not evidence to support it. On the contrary, they advocate that students should be given opportunities to engage in a dialect research project.

By and large, this book, Dialects in Schools and Communities, is one of the most remarkable treatises ever written on the theme of dialects in education and society. For a very long time, most discussion about language and dialects has been largely confined to the academic arena. Fortunately, this book attempts to break that tradition; it is written in very straightforward language. However, researchers and language teachers will benefit immensely from reading this book. Rather than delineate dialect variation as deficit, it celebrates it. In fact, it challenges educators to utilize their students' diverse linguistic and cultural backgrounds in the learning process.

References: Labov, W. Language in the inner city: Studies in the Black English Vernacular
Philadelphia: University of Pennsylvania Press (1972).

Victor Ikpia is a doctoral candidate in the Department of Curriculum and Instruction, New Mexico State University, Las Cruces.

SOLID ASSESSMENT OF SPANISH AIDE

***Authentic Assessment for the Intermediate Level in Spanish*, Second Edition, Patricia A. Lennon, Douglas E. Moore and Ana O. Aguiar, Proficiency Press Co., Elmont, New York, 1997. $38.95**

The authors' stated purpose was to create a book to assist teachers to test intermediate level Spanish students in a communicative way. This book fulfills its promise. It is a valuable resource for both novice and experienced teachers. It will give the novice a format and a general idea of how to integrate listening, speaking, reading and writing skills: Experienced high school Spanish teachers will find a plethora of ideas.

The book begins with an introduction to the concept of authentic assessment and basic explanation of assessment terms. It includes a score sheet for speak

Language Teaching Awareness: A Guide to Exploring Beliefs and Practices
Jerry Gebhard and Robert Oprandy. Cambridge University Press. New York, 1999. Paperback, $20.95.

WRITTEN BY two experienced teachers of ESL/EFL, this book is appropriate for teachers who wish to examine their teaching on their own as well as for instructional use in classroom settings for new and pre-service second language teachers.

The authors begin by laying out the assumptions on which the exploratory approach to teacher development is built. They explain how the work of teacher educator John Fanselow influenced this approach. Crucial is its encouragement of freedom for the teacher to explore teaching beliefs and practices without limits. The authors contend that the search for effective ways to teach is fruitless and must be eliminated. Doing away with the search frees teachers from unnecessary constraints. In similar fashion, this approach actively encourages teachers to make breakthroughs and perceive teaching in many new and different ways.

It would be easy at this point to assume that the text is philosophical in nature, but Part Two reveals it to be activity oriented. The reader is invited to embark on a "journey", as Gebhard and Oprandy detail the processes of exploring language teaching. The authors present an array of activities such as collecting and studying taped descriptions of one's own teaching through self-observation, as well as observing in other teachers' classrooms. They also describe working on action research projects, talking with colleagues about teaching, writing in teaching journals, and reflecting on and relating personal experience and beliefs to teaching. Each activity is supported with evidence from current research and clear anecdotes from the authors' own personal teaching and learning experiences. The blending of both academic and personal aspects is harmonious. As a result, this balance serves to enhance the appeal of the text and widen its audience to include the most sophisticated academic reader as well as pre-service teachers who may be entering the field.

Throughout Part Two, a

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ing evaluation and rubrics for both oral evaluation and compositions. All three forms are well designed and can be used with any program or materials. The oral evaluation rubric is masterful; it is comprehensive yet not overwhelming. The authors have included student answer sheets, listening scripts and answer keys which are logically placed within the chapters. The authors have eliminated the frustration of having to search for the forms, scripts and answer keys. Likewise, the scripts remove the need for purchasing a cassette to accompany listening activities.

The thematic chapters can be used in any order. The themes involve topics which are generally included in all world language curricula such as family life, shopping, travel, education, employment and pastimes. Each of these chapters possesses a brief page of essential vocabulary, five speaking scenarios, listening comprehension sections, reading comprehension sections, writing topics and a picture prompt to develop a story. Additionally, two project ideas are outlined in detail at the end of each chapter.

The listening sections and reading passages incorporate topics about people that today's teens will find appealing. Several of the listening and reading sections are about contemporary Spanish-speaking people such as Luis Miguel, Gloria Estefan, Cristina Saralegui, and Pablo Morales. Some of listening and reading sections designate comprehension questions in English and others require responses to comprehension questions in Spanish. The readings are varied not only in content and length but also in style and genre.

They range from authentic or adapted selections from popular magazines to form letters and advertisements. The speaking sections are a combination of topics for extemporaneous use of oral language by one student and for pairs. This mixture is ideal.

Most resources contain one type or the other but not both. The writing sections require expository, persuasive and creative writings in the formats of notes, letters, compositions and stories based on pictures. The project ideas are remarkably detailed and span a wide assortment of tasks that can be used either as homework or to be done in class. The directions are very comprehensive. Teachers are able to select the chapters that best correlate to their existing program. If one wishes to use these thematic units in a more expanded fashion, there is a companion book entitled *Sígueme*.

Authentic Assessment draws from all segments of the Spanish-speaking world. The authors were cognizant of the need to contain a sampling of information about the peoples and cultures and it contains pieces about South and Central America, Spain, Mexico, the Caribbean and the United States.

Although this book was produced with the intent of testing, it can be used alternatively as a supplemental resource for activities. Depending upon the student population, it can be successfully utilized in high school Spanish classes as early as the first semester of level three and rival other sources in preparation for AP, CLEP or DELE exams as late as level five.

Judith R Curie, Ph.D., World Language Dept., Chair Octorara High School, Atglen, PA

TOMLINSON'S SOLUTIONS

***Materials Development in Language Teaching*, Edited by Brian Tomlinson, Cambridge University Press, Cambridge, United Kingdom 1998. $26.95**

FOR ANYONE who has ever felt "stuck" with a particular textbook. For anyone who misses aspects of a method popularized during the 70's "method boom". For anyone who has to make adjustments to their classroom, curriculum, or teaching style because these things do not feel "in sync" with their current textbook. For anyone who is interested in developing language-teaching materials and can't seem to get enough information about it. For teachers who feel that they really are in fact materials developers (albeit, not acknowledged for it); Brian Tomlinson, President of MATSDA (The Materials Development Association) offers possible solutions.

This book is a collection of essays written by "well known contributors to the fields of applied linguistics and TEFL who have made presentations at MATSDA conferences." Working through it you will follow the process of developing materials, then off to the publisher, and finally to the impact on end-users. This book not only gives us great insight into the field of materials development, it also is filled with juicy tidbits about the field of language teaching in general. One is particularly delighted when Tomlinson examines Suggestopedia (a "boom" method that lost its credibility long ago) in the light of current brain research by such distinguished linguists as John Schumann and Bob Jacobs. Read what Tomlinson has to say about Suggestopedia - it will surprise you and probably delight you.

TEACHING FROM EXPERIENCE

◄◄ myriad of activities for exploration are provided. Task Breaks are interspersed to allow opportunities for readers to actively reflect and act on what has been presented. In keeping with the undeniable energy of the text, these activities push the reader to further explore what has been presented. For example, readers are asked, "Of the five processes for exploring our teaching – observation, action research, journal writing, talk with a supervisor and connecting personal experience with teaching – which attracts you the most?" Other Task Breaks ask readers to take part in action research projects such as the one which asks readers to actively practice observation in a setting outside the classroom such as a shopping mall, library or living room.

Part Three of the text brings exploration full circle. Here, in case study format, the authors present four descriptive examples of teachers exploring their language teaching individually via microteaching and self-observation and collaborating in conversations with other teachers and supervisors. The authors depict the real challenges of exploration by describing the difficulties that the teachers faced. As a result, the reader gains insight into both the potential risks and rewards of pursuing an exploratory approach to language teaching awareness.

The text is both fresh and unique: Readers familiar with non-Western philosophies and religions will clearly identify with the concepts on which it is based. Those more locked into Western ways of thinking may find notions of mindfulness difficult to grasp at first, but are encouraged to take the plunge.

Mark Putnam teaches Freshman writing at Armstrong Atlantic State University in Savannah, Georgia

SPANISH DELIGHT

***Shiloh*, Spanish Translation by Fondo de Cultura Economica, Mexico City, 1998. $5.95**

This Spanish translation of Phyllis Reynolds Naylor's classic novel of a boy's struggle to keep the dog he has grown to love will delight Spanish readers of all ages. Published as part of FCE's A la Orilla del Viento series the book is attractively illustrated and the language is appropriate for intermediate level learners. Those familiar with the story, popularized by the 1997 Disney movie, will enjoy reading this Spanish-language version. First timers will no doubt be captivated by this heartwarming tale.

CARD CAPER

***Creative Cards* Karen Sanders. Dominie Press, Carlsbad, California, 1999. $24.95**

THE FORMAT is extremely accessible with a thematic organization enabling quick access for particular lesson adaptation. I appreciate Karen's book because it acknowledges the expertise of the language instructor with its limitless flexibility in using picture cards and suggested activities. The intriguing pictures, drawn by Ross Sanders, are humorous.

Polly Smith, Educator/Trainer, Anchorage Family Literacy Programs, Alaska.

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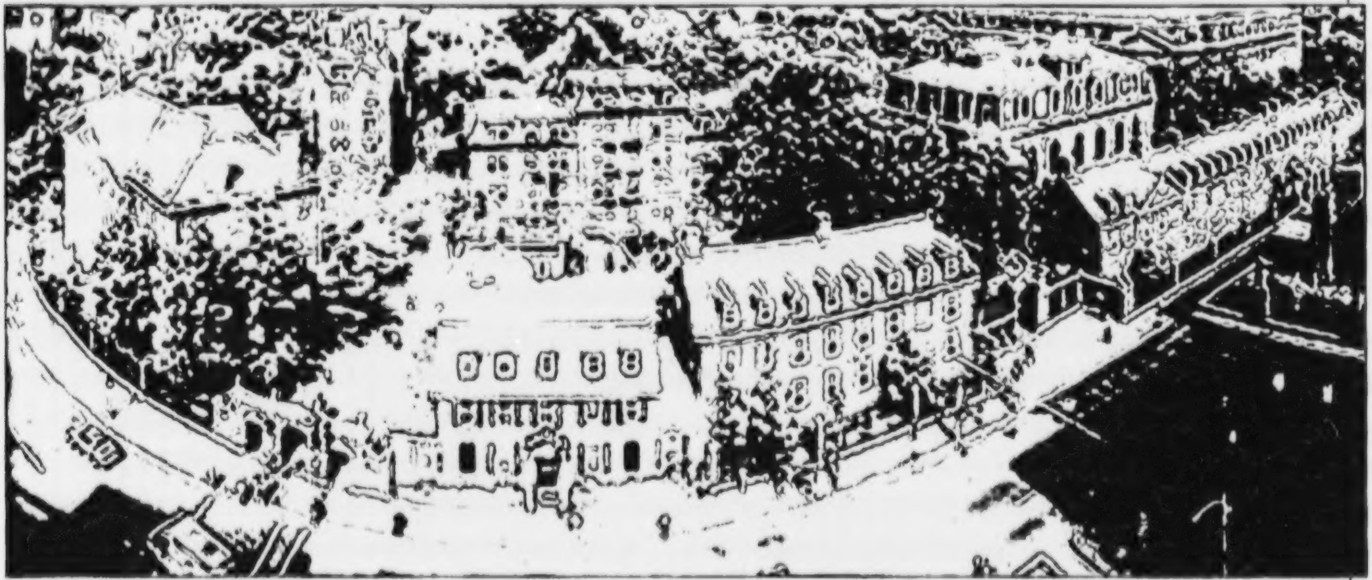
by Christy M. Newman

'These students expect the best from Harvard, and Harvard, in turn must do its utmost to provide the best for them'



Bucking the Trend:

Hiring Full-time Teachers

As more and more colleges and universities hire fewer and fewer full-time teachers, especially in the liberal arts, Harvard University's Division of Continuing Education seems to be resisting the trend.

In the Fall of 1998, Dean Michael Shinagel sent out letters to the teaching staff at the Institute for English Language programs (IEL) all of whom were part-timers. He announced that in the following year, IEL would begin hiring full-time instructors for its ESL courses. IEL was moving towards a more academic focus, and consequently, he explained, required a different kind of staff.

Many of the instructors had worked in the program for years, teaching whatever courses were offered. No one knew from term to term what courses they'd be teaching, or whether they'd be teaching at all until a few days before classes began, so they were initially pleased by the new plan. They just assumed they would be a significant part of the new staffing structure. Over the following three years, IEL would commit to hiring ten to 12 full-time ESL instructors so the program could maintain "more stability in staffing," and the students could move through ESL courses with some "uniformity across a range of classes."

The Contracts

The new full-time positions, modeled after Harvard's "preceptors," seemed very attractive. They came with three-year contracts and an option of one three-year renewal, to a maximum of six years. They included benefits, office space, and participation on curriculum and book committees. Salaries were in the mid-$30,000 range for an 11-month contract. The teaching load was 16 hours a week during the year and 18 hours during the summer. (The major contractual difference between preceptors and IEL instructors is that preceptors usually teach half-time and do research half-time, while IEL instructors teach full time and do no research.)

As Harvard's Peter Buck, Dean of Summer School, explained, the move towards using full-time teachers arose out of a general dissatisfaction among staff that were "spread thin" because of the multiple part-time jobs many were forced to take in order to make ends meet.

But Buck also says that he found that too many part-time instructors in the existing pool at the time were reluctant or unable to change to a more academic focus, which he notes is now a priority. IEL had already been reorganizing for several years towards more professional development classes including academic reading and presentation skills. Offering fewer traditional, lower-level ESL classes represented "a different direction than many teachers wanted to be pulled," said Buck.

Dr. Lilith Haynes, Director of IEL, began implementing the new staffing ▻▻

and program directions by conducting a review of the previous five years of the program courses. She calculated a core of approximately 50 courses that ran every semester. From that core, Haynes and her office staff built a class schedule for Fall, 1999. In the first year of the new staff initiative, about a quarter of the courses were taught by full-timers. Within three years, the bulk of the courses would be taught by ten to 12 full-time instructors, although Haynes foresees continual "work on the edges" for part-timers depending on the ebb and flow of enrollments.

The New Hires

After extensive and international advertising, Haynes received about 200 applications that she considered serious, and then interviewed about 15 people. She says she looked for strong commitment to an academic program as well as extensive teaching experience. A large number of the part-timers applied but only one, Jilani Warsi, was hired as a full-timer. He had taught in the program for a year. Another teacher who had previously taught at Harvard, Kimberly McGrath, was offered a position after returning from two years teaching in Hong Kong.

Haynes also hired non-Harvard instructors Dr. Jennifer Robinson-Sharapi, who had eight years of ESL experience, and Cheryl Ernst, who had taught English to college students in Ohio, Arizona, Finland, and Japan. The credentials of these four instructors included one doctorate, one ABD, and five master's degrees.

> 'Most agree with Buck's predictions that the teachers will be "hot commodities" once their time at Harvard is up'

Reactions

Reactions of the part-time staff to the hiring decisions ranged from anger to resignation. Most were disappointed that IEL "wasn't more rewarding of people who had committed to the program over many years." It seemed to them that IEL ignored highly qualified people with years of superior evaluations, several awards for teaching excellence from the program itself, and proven reliability to cover a great variety of courses. None of the part-timers interviewed for this article applied for the second round of positions because, they said, it was made clear to them that they wouldn't be given serious consideration.

Nevertheless, many of the part-timers have decided to stick with program until "something better comes up." They say that the caliber of the students which made teaching at IEL worthwhile hasn't changed. They even admit that the field of ESL as a whole has been strengthened by the move toward full-time status, despite any personal disappointments.

Jilani Warsi claims he hasn't felt any resentment from the part-timers who didn't get full-time positions. In fact, he says, he continues to see the other part-time instructors socially. Kim McGrath agrees, insisting that the other teachers have treated her very well. "They have actively congratulated me, saying 'nice to see you back,'" reports McGrath.

Most agree with Buck's predictions that the teachers will be "hot commodities" after their time at Harvard is up. Warsi, for example, is sure that six years full-time at Harvard University will be a "shot in the arm" for his career.

Robinson-Sharapi thinks "a stint doing teacher-training overseas, or doing some research" are possible areas she would pursue after Harvard, and Ernst sees a doctoral program in her future. McGrath says she hasn't thought about what she'll do in six years because "so much can happen in this field. It's just part of life in the ESL world, and not necessarily the most positive part, to move around a lot."

The Major Snag

Everyone in the administration and staff admits there are many small kinks to be worked out in this pilot effort. So far the most difficult problem concerns schedules and hours. Full-timers teach only four hours daily, but their classes are spread over the entire day from morning until 9:30 at night Monday through Thursday. In addition, they are encouraged to be available to students and administrators on Fridays. Although full-timers seem reluctant to complain, one admits that "the schedule is really tiring" and another points out that "some days [managing the seven and half hour gap between classes] is easy, and some days it's not so easy." Dean Shinagel is optimistic, however, that as more full-timers are hired, the scheduling will become "less Draconian."

Good Traffic/Bad Traffic: The Administration Perspective

The administration is clearly the most enthusiastic partner in this endeavor. In addition to creating a stable and professional atmosphere for the IEL, Dean Buck describes "an unexpected positive by-product for the office staff." In the past, most student traffic to the office was about problems or complaints. Now the students can go directly to the teachers who are available with office hours and space, so that "most of the static has been drowned out."

Haynes agrees that she has had to field significantly fewer complaints during the Fall registration that she attributes to the greater access students now have to their teachers. For Dean Shinagel, however, the primary beneficiaries always must be the students. Any change at IEL must enhance Harvard's ability "to attract the enormously motivated and intelligent group of international students" who come through the Boston area each year. "These students expect the best from Harvard, and Harvard, in turn, must do its utmost to provide the best for them," says Shinagel.

Christy M. Newman, Ed. D., is President of CMN Associates, Weston, Massachusetts, specializing in materials development for ESL and adult education. Dr. Newman is the author of numerous texts on ESL literacy, workplace ESL, and writing skills for the GED.

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Martin Holmes is one of the team members of Half-Baked Software. Half-Baked Software's most well-known product is the "Hot Potatoes" group of six programs for making Web-based interactive teaching materials. He is also the creator of the "Markin" program for instructors who want to be able to mark or comment on student writing submitted on-line or via email. His current position is Programmer/Consultant in the Research and Development Section of the Language Centre at the University of Victoria.

What is your experience with computers in language teaching?

From 1991, I worked in Saudi Arabia with the Saudi Aramco oil corporation, and Computer Assisted Instruction was an integral part of their courses; classes would regularly do grammar, reading and vocabulary exercises on Apple IIE computers. During that time, I bought a PC and began to learn programming with Visual Basic, feeling that the Apple-based material was too limited, and the combination of Windows and VB offered the possibility of creating more interesting materials without having to learn anything hard like C++. I've still never done any computer courses at all, and I have all the weaknesses of the autodidact. There are whole areas of programming, from assembler code to graphics rendering, which I know very little about.

What are your current responsibilities?

Our responsibilities in R & D are to provide a range of different computer-related services to faculty and staff in the Humanities. Our focus is to support teaching and research, and we do this primarily by writing instructional software and creating course-related websites, although in practice we do everything from telephone tech-support to putting course outlines on departmental websites. Up until April 1999, I was still doing some teaching online (ESL writing), but I no longer have any real teaching responsibilities. We give regular workshops to faculty, staff and ESL instructors, and my colleague Stewart Arneil (one of the other two members of the Half-Baked Software team) and I are often asked to do guest presentations in courses related to ESL training or educational technology.

What was the impetus behind the site "Web-based Language Learning Materials" (http://web.uvic.ca/langcen/rnd/weblang/contents.htm)?

For several semesters, a professor in the Linguistics department at UVic had been asking me to do a guest spot in an applied linguistics course -- usually it was a very general request to "do something related to computers and language teaching." As more and more of our work moved onto the Web, and away from standalone machines, I found that I was spending much of this session "demoing" websites, which seemed a rather unrewarding approach. I decided that the participants in this course would be better served by working through an interactive website which explained and demonstrated some of the basic principles involved in CALL. Rather than attending a physical session; they'd be able to move at their own pace and try things out for themselves. It seemed to work quite well. That particular site is now looking a little outdated, but I think the basic principles are still sound.

What led to your involvement in Hot Potatoes?

We developed Hot Potatoes initially for ourselves. We were doing JavaScript-based interactivity manually, and it was taking much too long. In addition, we wanted to find a way for students, research assistants and faculty to do the content-creation and data-entry tasks, rather than having to do all that ourselves, so we needed a simple interface that separated the code from the content. In our development work, we're often the project managers of a team that consists of content-experts, research assistants and workstudy students doing data-entry chores. Hot Potatoes enables all of those people to work on the course material, and test it out easily in an interactive format, without having to worry about the mechanics of the code, or the graphic design of the final site. We released it on the Web as an afterthought, really.

Which is your favorite program?

I like them all for different reasons. Markin is at the heart of my work, because I'm now rewriting it from the ground up for the third time; it's the oldest of my "serious" programs, and I always develop and test new techniques in Markin, then use them in other applications. Hot Potatoes is a favorite because it's a collaboration with by Barry Bakin

½Baked
SOFTWARE
Half-Baked CD 1999
Mac/PC

Stewart Arneil (the Mac programmer) and Hilary Street (the graphics guy); it's more fun working in a team than slogging away on your own. Hot Potatoes is also achieving some public acclaim, which is gratifying, of course. Another application I'm just finishing is a standalone Windows application called LIPS, written in collaboration with some people from the Linguistics department; it's intended for teaching transcription using the IPA [International Phonetic Alphabet]. It's been a lot of fun to write because it involves extensive use of video clips, something I haven't done much of before.

> I've been fascinated by computers ever since I got involved with them. At the same time I've always mistrusted them deeply, I never go into the classroom without alternative activities

How much time do you spend on software development?

About ten hours a day. From 5 am until breakfast, I work at home on my personal projects like Markin; I work at the university from 7.45 till 5.30 or 6 most days, and most of that work is software or website development. Now, with Half-Baked Software as an independent company, we're working some evenings too, on customization or independent development projects.

Many of those involved in CALL cope with large demands on time with little in the way of financial return. Where do you fit in?

I'm paid full-time for this work at UVic -- it's my job. My work at home (the TexToys and Markin shareware programs) brings in a little extra every month, and when I do other work for Half-Baked I'm paid for that. My total income is probably less than that of any faculty member, but I love what I do, and I was doing it for free for many years before anyone offered me money for it! In the last five years, I've managed to slide sideways from classroom teaching into a whole new career which I enjoy thoroughly. Money isn't that important to me as a motivating factor.

Can you yourself benefit financially when you are doing the development work on "University" time?

This is an interesting and important question: The work I do at home (such as the Markin program) has to be kept completely separate from university work; I don't even like to do presentations on it at the university because of the possible conflict of interest. The marketing and distribution of that work is handled by another company, Creative Education Resources in the UK which helps to keep the two worlds separate. However, the university has encouraged and helped us to set up Half-Baked Software so that we can generate some revenue for the Language Centre from the software we create at work. We are directors of the company, and co-own it with the university, so we do benefit financially from some of that activity, but most of the money coming to us personally from Half-Baked is earned by doing custom programming jobs outside work hours. I can't speak for the university, but our experience has been that UVic is working to create conditions under which people such as Stewart and myself are encouraged to innovate, and allowed to profit to some degree from that innovation as long as the university also benefits financially. We're in the early days of this project and this relationship with the university, but all the signs are that we'll be able to create a healthy and profitable company that puts money back into the Language Centre, and at the same time enables us to pay ourselves for extra work we do - an alternative to overtime, in a way, since we don't have "overtime" in our salaried jobs in normal circumstances.

What sort of recognition have you received?

UVic is very supportive indeed of the Language Centre and its staff. We have a large degree of autonomy in choosing the projects we work on, so we rarely spend time on unrewarding or ineffective work, and our work is generally appreciated by the faculty and staff we work with. We don't spend much time at conferences (we don't have a travel budget!), but when we do, we usually find that projects like Hot Potatoes are very kindly received. One of our goals with Hot Potatoes has always been to stay one step behind the state-of-the-art, so the programs tend to be practical in the sense that no special software or plug-ins are required, and students don't need the very latest browser to use the pages. This has meant that Hot Potatoes is relatively easy to use, and instructors in particular appreciate that. The Hot Potatoes registered user base has grown to over 13,000 and user responses have been overwhelmingly supportive. This is our single biggest reward: I still get a kick out of coming in and checking the database in the morning, to find that 50 people from 20 different countries have registered since I left the previous night.

Do you have any suggestions for teachers who would like to try developing their own software?

Start by learning HTML and JavaScript - the concepts are fairly simple, there's no need for investment in expensive software, and the results are cross-platform. After working through an introductory text and doing a couple of projects, I'd say you'll probably know whether or not programming is for you. If you do get hooked, then Visual Basic (on Windows) or SuperCard (on the Mac) would be a good next step. My favorite development tool is Borland Delphi, but it isn't easy for a beginner - it took me a year to get productive with it.

How can readers find out more about your work?

Start with
http://web.uvic.ca/langcen/staffpages/martin.html To learn more about Hot Potatoes specifically, start with
http://web.uvic.ca/hrd/halfbaked

Barry Bakin is an ESL mentor teacher in the Division of Adult and Career Education of the Los Angeles USD. He teaches at Van Nuys Community Adult School.

Welcome to Newsbytes, ALR's regular look at what's new in the world of language learning multimedia products and services.

LEXIA LEARNING SYSTEMS has announced the availability of the Lexia Quick Reading Test (QRT), a computer-based reading skills assessment system for grades 1-12. QRT includes 12 comprehensive reading tests that provide teachers with direct information about student reading capabilities, identify weaknesses and recommend specific areas for instruction and practice. Based on the Orton Gillingham system, QRT complements comprehension-oriented tests by allowing the teacher to focus directly on the highest impact areas of instruction. According to Jonathan Bower, president and CEO of Lexia, "QRT is a valuable tool for the teacher. In 5-8 minutes, a test can provide the teacher with information to decide exactly what to teach each student. The teacher can also determine practice needs because QRT reports on whether a student is fluent with each skill or merely has a general sense of the skill without the ability to apply that skill consistently and correctly."

THE CHAUNCEY GROUP International, a subsidiary of Educational Testing Service, and AmEnglish.com have teamed up in the development of the latest product in the Tools for TOEIC series. Pronunciation in American English is an interactive multimedia program for non-native speakers of English at the intermediate level and above. The product was developed by Kathy L. Hans of AmEnglish.com, and focuses on the key areas of stress, intonation and rhythm. All of the products in the Tools for TOEIC series are designed to be practical tools, and are intended for people who are already employed or who are seeking employment in the global workplace.

THE COLLEGE BOARD expects to spend roughly $30-million over the next three to five years on its new commercial subsidiary, Collegeboard.com. The new site, planned to be up by spring, will provide free and low-cost tutoring programs for the SAT and Advanced Placement tests, registration for the tests, and financial-planning tools.

ORDINATE CORP. has announced the availability of the next generation of its PhonePass Spoken English Test. Enhanced by new Internet-integration and customization features, PhonePass testing provides education administrators and professionals with their own automatic language assessment expert to assess the English language skills of students. The new release of PhonePass is specially designed for screening non-native speakers of English at remote locations.

PEARSON EDUCATION plans to increase the number of its pre-built online resources for college courses in WebCT to more than 75 courses. Pearson has partnered WebCT to provide college professors and students with the architecture and content for comprehensive online courses. WebCT builds Internet-based interactive teaching and learning software and applications that serve as companion tools to textbooks.

SCIENTIFIC LEARNING CORPORATION has announced that the Sylvan Learning Centers is implementing a pilot test of the Company's Fast ForWord training program for children who need intensive training in language and reading skills. The initial pilot implementation will include 40 children at four centers in Maryland and Minnesota.

See Me, Hear Me

JUST AS WE were rejoicing that the Internet was bringing the written word back to prominence, audio and video started to creep into our e-mails and chat rooms.

Thoughts the size of sound bites will again become the norm. For us language teachers though, adding sound to the communication process is more enriching that threatening. Students now can tune into and participate in real life chatter in both written and oral forms. They can no longer hide behind the written word; they can no longer pretend to be older, richer, or native speakers. The actual voice speaks volumes about one's age, personality, and background.

Internet telephony is not a new idea: anyone with the appropriate software, microphone, and speakers can use their computer as a telephone. Voice chat is an extension of this idea and is rapidly being added to many chat rooms.

Your students can help someone else practice the students' language (www.hearme.com offers a Planet HearMe so students can chat in their native language with people around the world.) Students can go to a travel chat room to discuss sites in their country. They can even join in the singing on Excite's Karaoke Club (www.excite.com) Chat rooms change focus constantly. Romance is a common topic on many sites. Some are divided by age or interest. You can even start your own chat room on a subject and invite others to join you. Students might be curious about Excite's Talk Trash; so might you.

Your students don't have to participate, of course. They can work on their listening comprehension skills. A lot of the sites mentioned in past columns have audio and video downloads. Even our friend David Sperling (www.eslcafe.com) shares his voice with his fans.

Altavista (www.altavista.com), the search engine, has added the search paths of images, video, and audio to its services. In the search bar, if you type in Al Gore and click on images you can get his picture. Click on video and you can download Gore in motion. Click on audio and you can hear Gore's plans to improve education. Have your students prepare a documentary on any subject using text, audio, and video. Or just let them sing along to "This Land is My Land."

Students with their own web pages can even add their own voice chat capability using the software available from www.hearme.com.

To get started you need the appropriate software. Many voice relay applications can be downloaded from the Internet and most are free. Check out some of these sites (inset) to find the chat room and the software that fits your particular computer and need. Warning: getting started with audio/video downloading is not for those short on patience or low on RAM. Also many chat rooms only support Windows 95/98/NT.

Lin Lougheed is president of Instructional Design International, based in Washington DC

The Web'ster

Sites for downloading audio/video applications:

www.realplayer.com
www.visiblelight.com/mpeg/software/mac.hlp

A few chat room and voice messaging sites:

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www.firetalk.com
www.interpartyline.com
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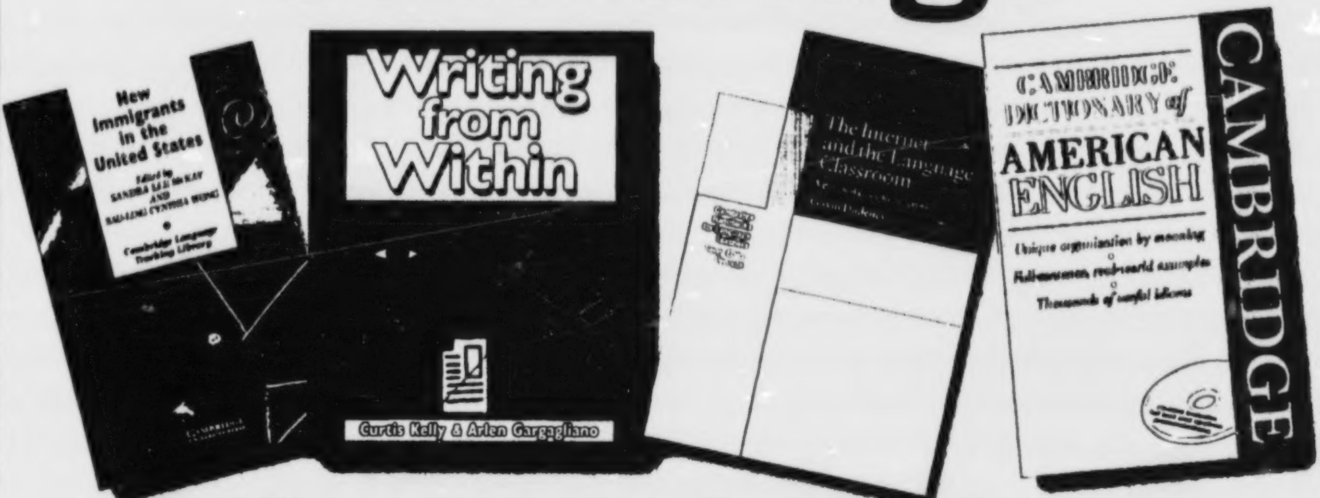
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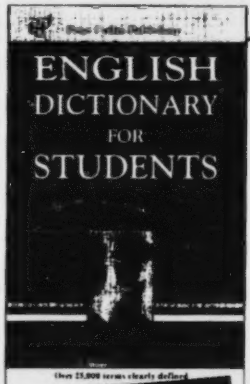
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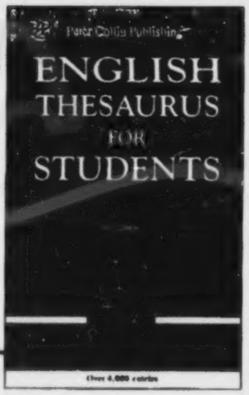
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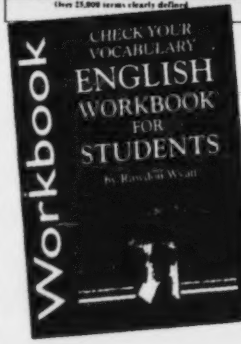
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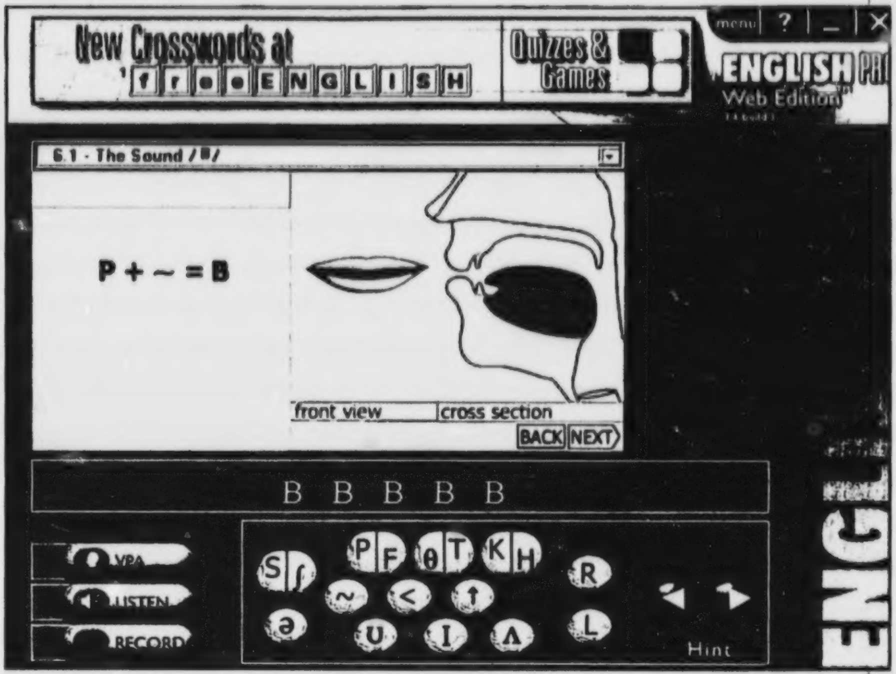

ENGLISH PRO Web Edition

GLISH PRO Web Edition takes an inno- ive approach to pronunciation learning t is available for free by downloading program from the Internet at ʼw.freeENGLISH.com. It can be used as primary focus of a language course or supplementary resource. While the gram appears to be directed at interme- te to advanced students of North ierican English, it can also be used as a nedial package for all students who want mprove their pronunciation.

How the Program Works

GLISH PRO starts by teaching English unds in isolation, practicing them in rds, and reinforcing them in contrasting irs of words that differ by just one sound. ch lesson begins by reviewing the elling patterns for a sound and continues to describe how the sound is made. GLISH PRO nicely employs new tech- logy to allow students to listen to, repeat, d record sounds and words to compare em with a native speaker model. High ality still pictures and animations are ed throughout to show the correct mouth sition for students to imitate. As new rds are introduced, they are illustrated ough definitions, sample sentences, pic- es, and sound effects.

ENGLISH PRO takes a fresh look at ching pronunciation by first introducing t a few vowels and consonants, and then ng them as a reference point to show w added pronunciation features make w sounds. Alongside easy-to-follow scriptions of how each sound is formed, GLISH PRO also employs symbols to ow how an added feature can change one und into another. For example, adding ce to /p/ creates /b/.

A unique feature that helps students to rn how sounds are made is an on-screen yboard that shows the main articulation tures as symbols. Students complete h lesson by typing on the keyboard, ich allows them to gain a better under- nding of the English phonetic system l practice the relationship between elling and pronunciation.

The symbols reduce the sound's pro- ction to a concise pronunciation "equa- n." (See the pictured media screen show- P + ~ = B with the virtual keyboard derneath).

More than Meets the Eye

ENGLISH PRO's system of using symbols to represent sounds at first seems overly complicated. But this approach can be beneficial for pronunciation learning by reducing English sounds into a manageable number of basic features and by demonstrating how these elements are combined to produce new sounds. Unfortunately, this analytical approach is not explained explicitly. The teacher has to go through the lessons in order to understand how the system works. An explanation of ENGLISH PRO's teaching approach would make a nice addition to the program.

Some teachers may find that typing on a virtual keyboard is repetitive. However, students interacting with the keyboard are using motor skills, which have a strong reinforcing effect on learning by connecting physical actions (clicking, typing) with phonetic features. In addition, ENGLISH PRO is designed so that students can control their own learning by repeating or skipping any part of a lesson.

At first it is surprising to find only a few words in each lesson. But as the lessons continue, the number of words increases. We found that the lessons are organized in such a way that no sound is introduced before it has been described and practiced. Such an approach may, in fact, build student confidence since it eliminates mistakes in trying to say words that include unfamiliar sounds.

Whereas ENGLISH PRO teaches all the basic sounds in English, it is curious that some important features, such as syllabic /l/, intervocalic /t/, and consonant groups, are not covered. However, as new lessons are continually being added to ENGLISH PRO, it is possible that these points will be addressed in the future.

Overall, ENGLISH PRO is a carefully designed program that can be used either in the classroom or in the home. The time and effort required to understand the program is a worthwhile investment, especially considering the program is free to both students and teachers alike.

Jilly Jiu is a staffwriter for American Language Review.

by Ronald W. Barker

Staying Ahead of Your Taxes

Unsure about how much tax you should be paying? Here is a simple guide to determining the taxability of your Social Security benefits

Since 1994, the maximum amount of Social Security benefits subject to taxation have been 85%. Does this mean that 85% of the Social Security benefits of all taxpayers is now taxable? No. Benefit recipients apply a formula to determine 1) how much, if any, of their benefits would be taxable, and 2) the actual amount is taxable.

To What Extent Are the Benefits Taxable?

To determine if Social Security benefits are taxable, you must add adjusted gross income (AGI), tax exempt interest and one-half of the Social Security benefits received during the year. This is called "provisional income." If this total exceeds $25,000 ($32,000 for married taxpayers filing jointly; $0 for married taxpayers filing separately who lived with their spouse at anytime during the year), then part of the Social Security benefits will be taxable.

How much is Taxable?

If your provisional income exceeds $25,000 ($32,000 for married taxpayers filing jointly) but not $34,000 ($44,000 for married taxpayers filing jointly), benefits subject to tax are the lesser of either (1) one-half the excess over $25,000 ($32,000 for married taxpayers filing jointly) or (2) one-half of the benefits received.

Example: A single taxpayer has an AGI of $25,000, tax exempt interest income of $2.000 and Social Security benefits of $6,000. The amount subject to tax is $2,500; that is, the lesser of (1) one-half of the excess of $5,000 [provisional income being $30,000 ($25,000+$2,000+$3,000)] or (2) $3,000, one-half of the Social Security benefits.

If provisional income exceeds $34,000 ($44,000 for married taxpayers filing jointly, $0 for married taxpayers filing separately who lived with their spouse at anytime during the year), benefits subject to tax are the lesser of (1) 85% of the benefits received, or (2) the sum of (a) the smaller of the amount taxable under prior law or $4,500 ($6,000 for married taxpayers filing jointly; $0 for married taxpayers filing separately who lived with their spouse at anytime during the year), plus (b) 85% of the excess over $34,000 ($44,000 married taxpayers filing jointly; $0 for married taxpayers filing separately who lived with their spouse at anytime during the year).

For the purpose of "2 (a)" for both single and joint filers, "the amount taxable under prior law" is calculated by first adding (1) AGI plus (2) 50% of the Social Security benefit plus (3) tax-exempt income. The amount subject to tax under prior law is the lesser of (1) one-half of the excess of that total over $25,000 for single filers ($32,000 for joint filers; $0 for married filing separately) or (2) one-half of the Social Security benefit.

Example: Taxpayers are married, filing jointly with AGI of $44,000 and have Social Security benefits of $16,000.

The amount subject to tax is $9,400; that is, $6,000 plus 85% of the provisional income in excess of $44,000 or $3,400 (85% of $4,000).

Ronald W Barker: Financial Advisor Dean Witter 180 E Ocean Blvd, Long beach CA 90802 1-800-755-5721.

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by Chaz Penedes

THE LIVING CLASSROOM

The prospect of traveling for free is enticing enough. But giving your students the opportunity to soak in sights and sounds of places they have only seen in their language text books or on television is now a reality.

Stop for a moment and picture this: The sun is just starting to touch the ocean-filled horizon, it gently warms your face as wave after wave lazily roll up onto the beach. Your mind is awash with the vivid memories of your day's adventure. The Parthenon looked particularly spectacular today but now you sit, your shoeless feet dug firmly into the white sand of this Mediterranean paradise. Most importantly you feel both happy and proud of the fact that you helped to provide not just a language education to your students - who by the way, also have their feet dug into the sand right by yours - but a total life experience.

'Wait, hold on', you say, *'students...students, how did my students manage to slip into this rather pleasant daydream?'*

Well I'm glad you ask. The answer is quite simple. You are what is commonly referred to as a "tour manager." Sounds complicated: *"I'd have to organize flights, what about accommodation, transfers, insurance?"* are the immediate questions that leap into your mind. Legitimate concerns, yes, but completely unnecessary thanks solely to education travel tour operators.

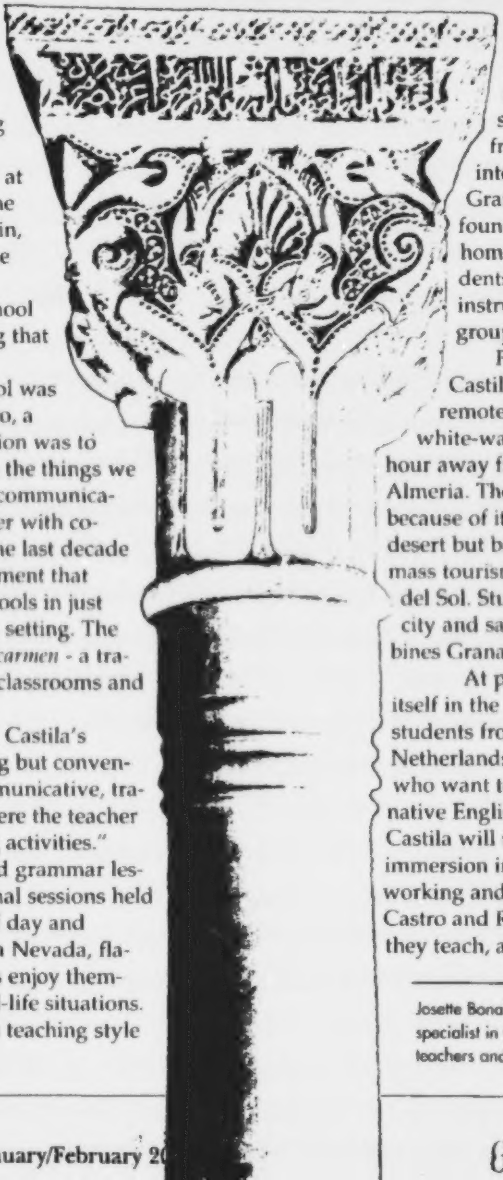
And there are many tour operators in the field of educational travel. Some are huge, like EF, sending thousands of students all around the world each year. Others are smaller, concentrating on tailor-made packages for school groups. One of the bigger operators is CHA (Cultural Heritage Alliance). CHA, founded by a high school foreign language teacher in 1969, has sent over one million students on tours that they describe as a "living classroom." In common with many other operators, CHA offer the services of local representatives as guides, remaining with your group throughout the trip. Another major operator is ACIS (American Council of International Studies) who send many thousands of high-schoolers to Europe and Mexico accompanied by their teachers.

"And the catch is?" I'm glad you asked. There really is no catch except it is up to you to rally your students - and their parents - around the idea of receiving part of their education, at a price, well outside the bounds of their classroom. To fuel your enthusiasm to become a tour manager most operators offer free travel and cash incentives to teachers, based on the number of students you recruit for your group.

Tour operators such as ACIS and CHA, tell potential tour managers that with only six full-paying passengers you travel for free (Right now, I'm hearing that lovable ➡

by Josette Bonafino

Spanish School 'combines all the things we most value: culture, exchange, language, communication, music, dance, people....life.'



Deep in the heart of Granada lies the secret to learning Spanish language and culture. You'll discover it while viewing the incomparable sunset over the fabled Alhambra Palace, savoring a *plato de tapas* at midnight or simply wandering through the atmospheric, cobbled streets of the Albaicin, Granada's ancient Arab quarter. This is the essence of Castila (Centro de Estudios Hispánicos), an extraordinary Spanish school with a dynamic style of language teaching that mirrors the Spanish way of life.

Sequestered in the Albaicin, the school was founded in 1987 by Antonio Perales Castro, a Spanish Literature graduate whose ambition was to create a study center which "combines all the things we most value: culture, exchange, language, communication, music, dance, people....life." Together with co-director Antonio Ruiz, Castro has spent the last decade developing a distinctive learning environment that contrasts sharply with most language schools in just about every way, including the classroom setting. The school operates in a restored, three-story *carmen* - a traditional Moorish house - with only three classrooms and a total capacity of 30 students.

With a core staff of certified teachers, Castila's approach to language teaching is anything but conventional - a self-described "cocktail of communicative, traditional and other modern methods....where the teacher is the facilitator and organizer of learning activities." Students learn Spanish through structured grammar lessons, as well as spontaneous conversational sessions held outside at the local cafes. A wide range of day and evening activities, like hiking in the Sierra Nevada, flamenco classes and *tapas* tours let students enjoy themselves while they continue to learn in real-life situations.

The most laudable aspect of Castila's teaching style is Castro and Ruiz's commitment to their students outside the classroom. The two Antonios treat their students as if each were a lifelong friend, doing everything possible to integrate them into daily life in Granada. Both directors are often found visiting students in their host homes for a cup of café, taking students to Plaza San Nicolas to continue instruction over a *cerveza* or sharing a group meal in their favorite restaurant.

From early spring to late summer, Castila expands its operation to the remote town of Mojácar, a cluster of white-washed houses located about an hour away from Granada on Spain's Costa de Almeria. The location is appealing not only because of its proximity to sea, mountain and desert but because it is largely untouched by mass tourism, unlike the neighboring Costa del Sol. Students wishing to experience both city and sand can opt for a course that combines Granada and Mojácar.

At present Castila does not market itself in the United States and draws mainly students from Germany, Austria and the Netherlands, a benefit to American students who want to avoid being surrounded by other native English speakers. Students studying at Castila will undoubtedly experience true immersion in Spanish language and culture by working and playing hard.
Castro and Ruiz will see to it - this is the way they teach, and this is the way they live.

Josette Bonafino is the director of Culture Quest Tours, a specialist in tailored educational travel programs for teachers and students.

◄◄ fatherly role model, *Homer J Simpson*, saying "*woohoo*"). ACIS and CHA also sweeten the deal, teachers traveling for the first time only need five paying students in their group to go for free.

So the dilemma really lies in the choice of destination and the tour operator you choose to sign up with. Each offers something different, ACIS, for example, has representatives who will help you prepare for school board approval or come to meet the parents of your students interested in making the trip.

"*So, how much really then?*' I'm glad you asked. Most of the operators work on nine to 14 day tours, ranging between approximately $1000 to $3000 for each student. Casterbridge Tours, for example, offer a 9-day tour of Great Britain for $1465 or the 14-day 'soccer in England' package for around $2,200. Any soccer fans in your foreign language class would jump at the chance to watch professional soccer in England. CHA will also take you to China for 13 days for $2349. Taking in the view from atop the Great Wall of China as your students think about what they are going to order for dinner in their newly acquired Chinese vocabulary is not a bad way to spend the day.

Each operator offers a variety of packages and will even tailor tours to suit you and your students needs. Travel Systems Abroad will take you to Australia; SpanCom will guide you through Mexico's ancient ruins; CHA will have you gazing over the blue waters of the Costa Del Sol, in Spain, or Culture Quest will whisk you off to Northern Europe. Basic payment structures outlined by each operator are based on expenses such as travel, accommodation, insurance, transfers and food allowances. It is very important that you read the fine print of the "tour manager" documentation, whether it be promotional brochures or official forms, as some operators require a registration fee and other seldom-thought of, but legitimate expenses, before you even get on an airplane.

"*Enough of the technical stuff!*" Okay, tour managers, one and all, concur that once the tour has begun, the planning and organizing of your students to make the journey, is very rewarding and worthwhile. Teresa Reichert, a teacher from California, said of her CHA-lead adventure: "Touring the world with young people is the way to understanding different cultures and is one of the most enriching experiences a student could have."

We all know, teaching our youth can be one of the most rewarding experiences life can provide. But most of that education is offered from within the confines of your classroom. The prospect of a full sensory education, for both your students and yourself, is a lure within itself. It provides you with the opportunity to further connect with your students and the possibility of enhancing their learning potential.

Ohio teacher Pat Bradesca-Schook, on her "Golden Age of Spain" Casterbridge Tour agrees: "The students were fascinated by the history and architecture of Spain.

"They also appreciated being able to actually use the Spanish they had previously studied and were proud to discover they could communicate in a foreign language."

If a tour manager is not quite what you had in mind for an out-of-country experience, your Spanish learners might consider a homestay education in Tepoztlán, Mexico, with SpanCom. For as little as $120 registration and $150 a week you and your students can attend daily workshops whilst living with Mexican host families. The option to stay at a motel, for a little extra money, is also available. SpanCom also offers more intense one-on-one sessions. John Key, who works with a Christian children's home and school in Mexico, said the live-in environment was highly beneficial. "Studying with SpanCom has been a rewarding experience. I feel that I have gone from no Spanish to being able to communicate with my Spanish-speaking friends. I would highly recommend SpanCom and I plan to take more advanced courses from them myself. There is just no comparison with the course I took back in Tennessee. I learned so, so much more," Key said.

Wherever you teach or study, it is important to remember the classroom is sometimes larger than the four walls around you. Whatever way you choose to experience a foreign land and its language - as a tour manager, or even a student yourself it is sure to be a rewarding experience.

Chaz Penedes is a staffwriter for American Language Review

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by Liam Morgan

Tom Stoner's Paradise

TOM STONER is much more than a person who is interested in travel. He is someone who really likes to gain a full understanding of the culture and people in places many just read about. Tom's interest dates back to his high school days in Erie, Pennsylvania. His decision to travel and get to know the world was really made by the time he was seventeen, although he is a bit surprised to look back at the particular pathway his life has followed.

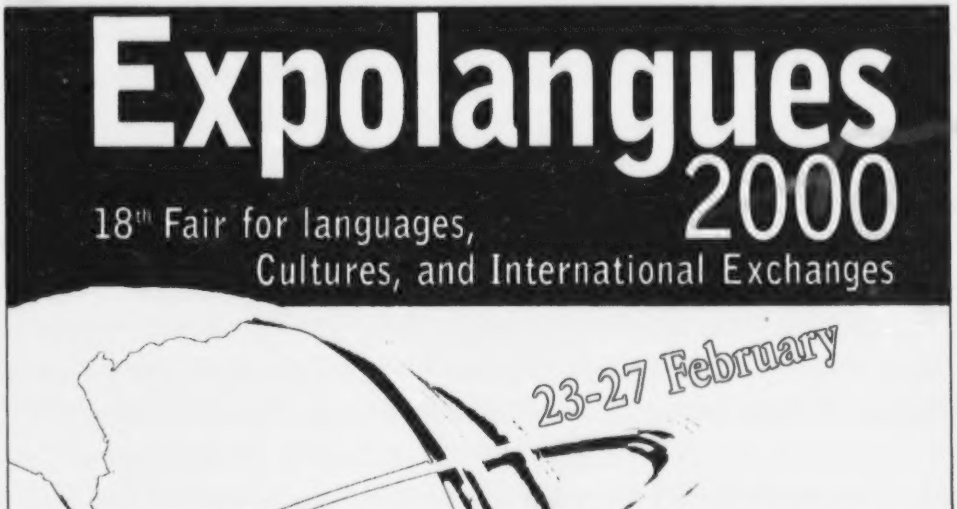
Tom completed a Bachelor of International Relations at St Joseph,s Jesuit University in Philadelphia in 1994. After working as Trading Analyst for Dupont, he took up an opportunity to teach in Germany for a year. Tom says that teaching in a country is an ideal way to gain what he calls "an independent understanding."

Tom's next opportunity came in the form of a Rotary Foundation Scholarship that enabled him to fulfill a long held desire to visit Australia. He completed a Master's in International Relations, which included an internship with Dr. Stephen Fitzgerald at the Asia Australia Institute. It was at this point that he turned his attention to teaching and specifically to the idea of teaching English as a foreign language.

After some research Tom decided to study for the Master of Arts in TESOL at the University of Technology, Sydney. He wanted an internationally recognized qualification that would give him the right mix of theory and practice.

During his studies, Tom taught at St. Josephs College, Hunters Hill not far from Sydney Harbour. In addition to teaching, he was kept busy coaching rugby and rowing. When asked about the high points of his semester, Tom nominates a course: Language in Social Context, a core subject in the Masters. He says that he found the view of language that is the basis of this subject extremely challenging and relevant. The teacher, Marie Stenglin impressed him with her enthusiasm and energy. She was, for him, someone who shows in her teaching that she understands a very important precept that Tom expresses simply: "students are people."

Tom will spend three weeks in Cambodia next April. He will complete his second Practicum for the course there. As far as the distant future is concerned, he sees himself working for either the U.S. State Department or a Non-Government Organization. But he feels that it is really important to develop in-depth knowledge and maturity before taking up such a position.



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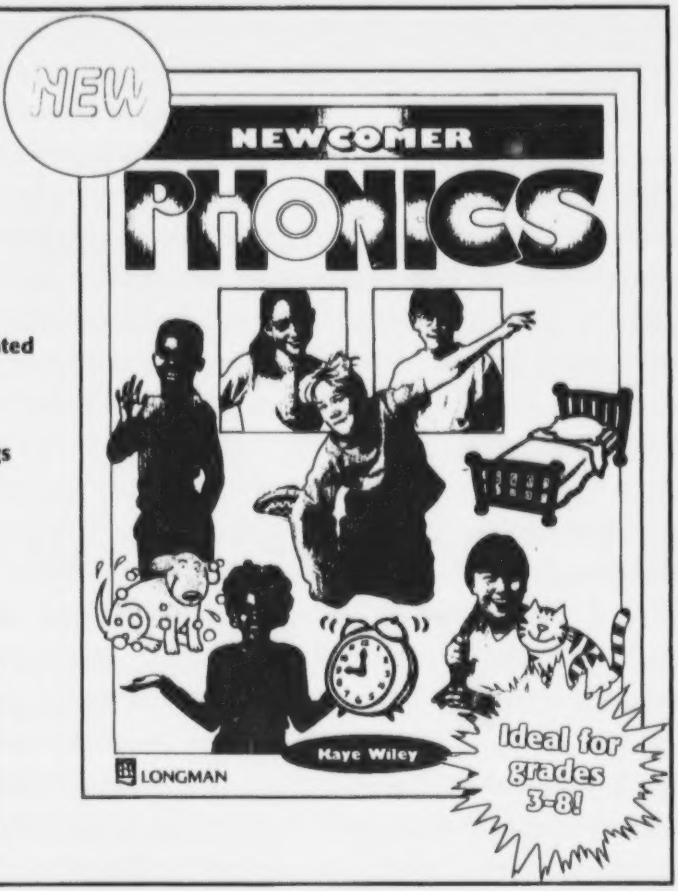

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SII
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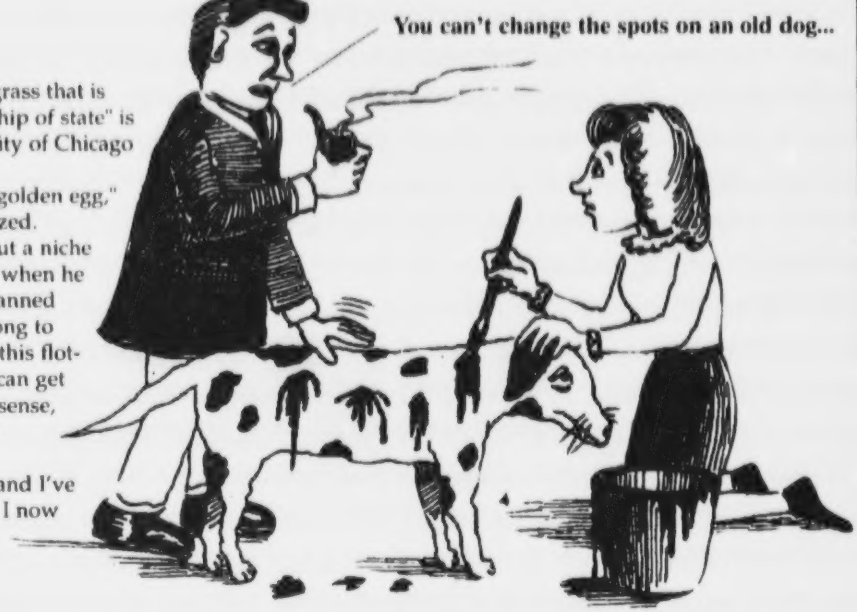
Last Laugh

by Richard Lederer


You can't change the spots on an old dog...

When Metaphors Collide

"The Communist menace is a snake in the grass that is gnawing away at the foundation of our ship of state" is a classic mixed metaphor from a University of Chicago student's essay.

"You're biting the hand of the goose that laid the golden egg," Hollywood mogul Sam Goldwyn once Goldwynized.

Chicago mayor Harold Washington carved out a niche of his won in the Mixed metaphor Hall of Shame when he explained to the local press the objective of his planned news conferences: "It has been our purpose all along to have a sort of periodical potpourri to cover all of this flotsam and jetsam that flies through the media that can get nailed down on a regular, periodic track. So, in a sense, that can be interpreted as open sesame, but don't throw darts".

I've never met a metaphor that I didn't like, and I've never met a mixed metaphor that I didn't collect. I now grab the bull by the tail and present the cream of the dregs of figures of speech that just don't add up:

- Hillary Clinton's ratings are dropping through the roof
- Senator Dole is off on the wrong foot in a head-to-head comparison with President Clinton
- Detroit Pistons star Grant Hill praised his new coach, Doug Collins, for his drive: "It's a fire that starts at the top and trickles it's way back down."
- The inimitable Robert J. Lurtsema, a music host on Boston public radio, introduced a collection of a new phonograph records just received, by saying, " We've just barely begun to scratch the surface of this new set of records."
- Answering a reporter's question, an interviewee opined that not paying federal workers for time missed in a governmental shut down was "the only way to get President Clinton to hold his seat to the fire."
- What with all this new technology, Newtown is standing on the verge of a minefield of opportunity.
- Let's jump right in an get our teeth wet
- That water's under the dam
- Let's not stir up sleeping dogs.
- We've just scratched the tip of the iceberg
- Let's be sure that the contract covers all the asses
- My new Saab is unbelievable. It's the Cadillac of cars
- For too long the Prime Minister has been sitting on the fence with both ears to the ground as part of his play-safe political style.
- The light at the end of the tunnel is just the tip of the iceberg
- This is the story of a boy who wore his buck teeth like a chip on his shoulder
- I've got an ace up my hole
- He was bleeding like a stuffed pig
- That was the last straw on the camel's back
- I'm drinking enough soup to float a battle-ax
- You can't change the spots on an old dog
- She put her head between her tail and apologized
- We had some disagreements early in her career but she's turned her attitude around 360 degrees since then
- Raines spearheads Whales Alive, one of several non-profit organizations dedicated to saving the world's whale population
- There's so much going on at work, I can barely keep my feet above water
- It's was like pulling hen's teeth
- You're dead meat in the water
- Separate the wheat from the shaft
- The pianist has the fast fingers ever to set foot on stage
- The underground parking garage will never see the light of day
- The worm is on the other foot
- It's time to fish or get off the pot
- John Brown fired the shot that set the ball rolling right to the gates of the Civil War
- I wouldn't eat it with a 10-foot pole
- If the hand was on the other foot
- Bob Dole praised President Clinton for fielding a flood of questions about Whitewater
- This is a clear case of the cart wagging the donkey
- What can I do, I'm only a big wheel in a small pond
- In our family we bend over backwards to be upright and honest
- The future is an uncharted sea full of potholes
- The driving school was barely keeping it's head above water
- We're back to square zero
- She was born with a silver slipper in her mouth
- You've got to put your foot down with a firm hand
- You've hit the iceberg on the head

And from The Acting President, by Bob Schieffer and Gary Paul Gates: "He could not shake the feeling that he and all the others who had been involved in those projects were sitting on a bomb, that sooner or later, would explode in their faces."

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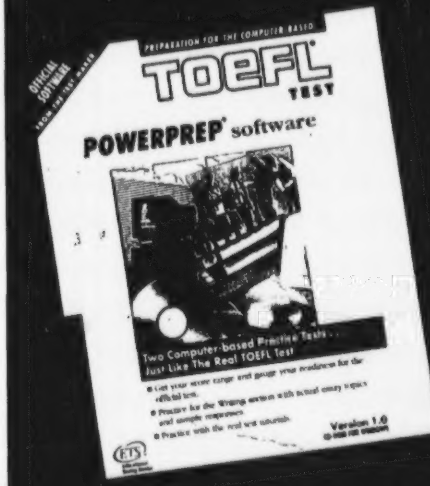
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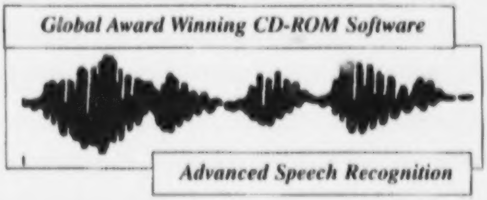
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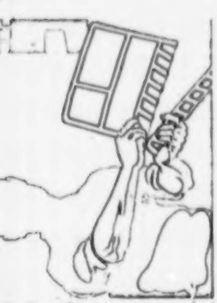

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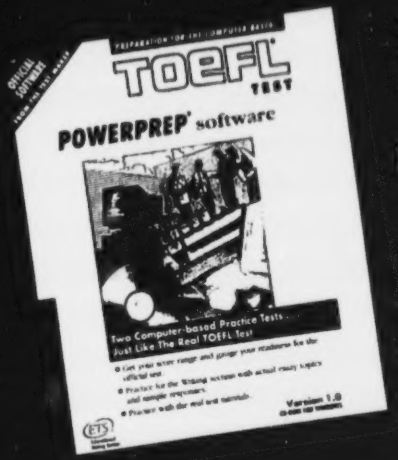
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Talkin' la lengua loca

BY THE END of this century, say linguists, more than half of the world's 6,500 languages will be extinct. In fact, the rate of language loss might be slowing given that about 5,000 languages disappeared over the last hundred years. More than 1,000 languages have vanished in the last 30 years across the Americas. Technology has been the bane of linguistic diversity. Regions that were once remote and seldom visited are now accessible with modern transport. The miracle (or curse) of television means that people from Borneo to Bolivia can watch reruns of Happy Days. More significantly, they are exposed to the standard speech of their countries: nationalist governments and their official media encourage language conformity.

One language, English, has become the world's second language of choice. For people in some parts of the world (including the U.S.) it became their first language through force. The all-pervading influence of English has meant that for the first time since the Middle Ages, the world has utilized a "lingua franca" (Latin was confined to Europe, North Africa and the Middle East). Even well established languages like French cannot resist the lure of English: recently, the renowned Pasteur Institute in Paris started publishing three of its most important scientific journals in English.

Having English as the world's language is not of itself a bad thing. In an ever-shrinking world, people need to communicate with each other speedily and efficiently, and English, with its rich vocabulary of technical terms, is an ideal medium for business communication. No, the problems come when, under intense pressure from media and telecommunications, people reject their native languages and attendant cultural heritage in favor of English; perhaps adopting an alien culture in the process.

But there are signs that some languages will not just roll over and die. Increasing awareness of linguistic heritage as a means of cultural expression has meant that people all over the world are going back to their roots and reviving languages once neglected. For example, language activists in Hawaii say that their embrace of Hawaiian is no rejection of English. But they insist on their right to be bilingual because, as they put it, Hawaiian is their first language of the heart.

In fact, the very technology that helped spread English all over the world may now be the conduit for a new multilingual age as more and more languages go online. "The old premise that you have to speak and write in English to get on the Net is dead and gone," said Umair Khan, the CEO of everymail.com, an Internet site where you can compose messages in 28 different languages, including Urdu, Vietnamese and Icelandic.

As multilingualism proliferates, English may see its position as the world's number one second language come under threat. Some experts say that Spanglish, a mixture of Spanish and English created by U.S. Hispanics, is the language of the future.

"The Hispanic world will end up speaking Spanglish," says Ilan Stavans of Amherst College, Massachusetts, author of the Dictionary of Spanglish. Examples of Spanglish include: *brode* (brother), *culisimo* (very cool), *lonche* (lunch) and *rufa* (roof). "Where two languages coexist it is natural for them to merge," added Stavans, who claims that Spanglish represents the strength of the Spanish language compared to other languages spoken by immigrants to the U.S. A world speaking Spanglish? *Así es* how it may be. *Bueno*, bye...

Ben Ward, Editor

American
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The Magazine for Language Teaching Professionals

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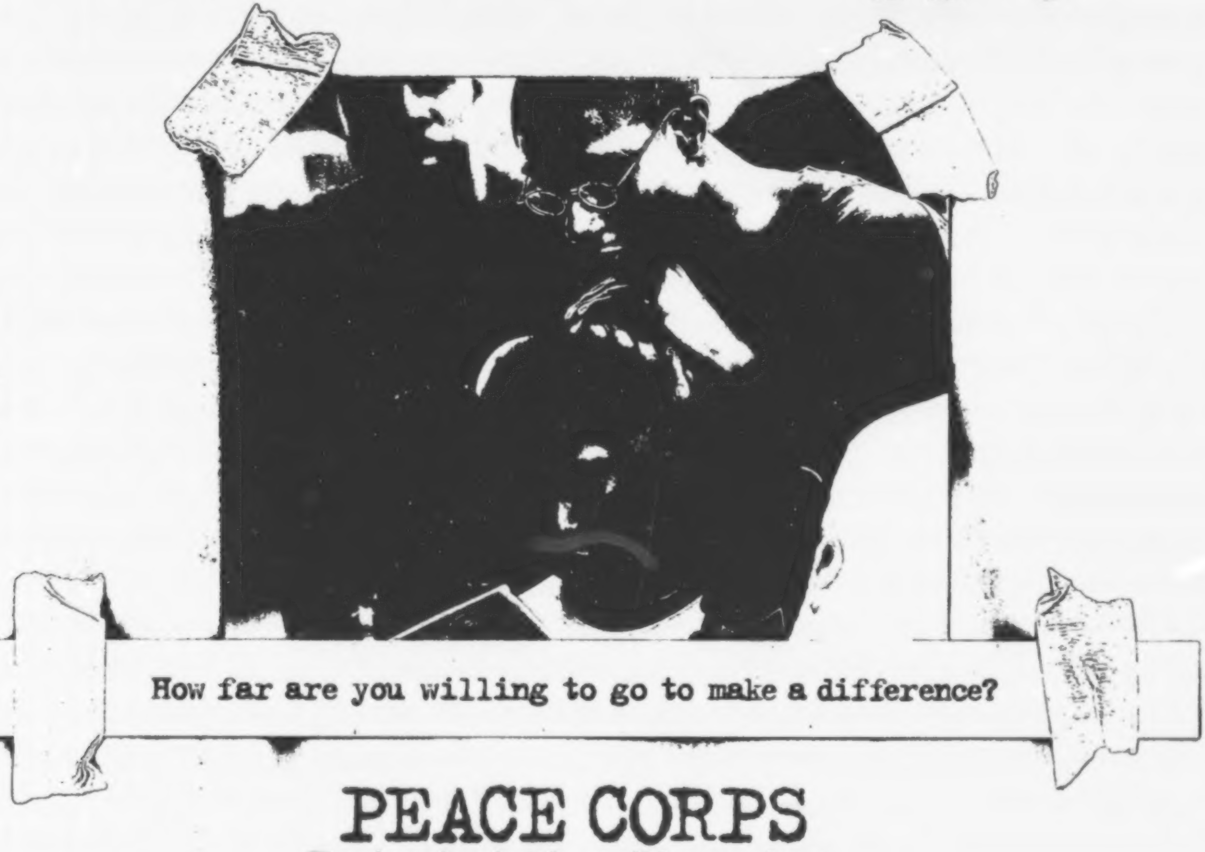

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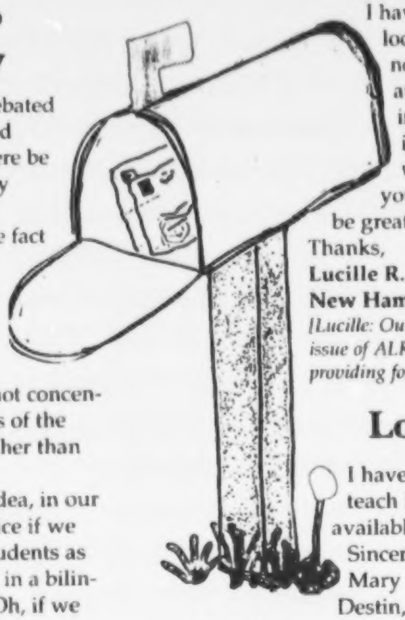
Same Debate, Different Day

IT IS destined to remain the most debated language learning topic in the United States. Should there or shouldn't there be bilingual education. Your cover story "Bilingual Balance" (*ALR, January/February 2000*) reinforced the fact that essentially there is no right or wrong way. Both arguments have their merits, it seems to come down a "simple matter of preference" to those who are the policymakers. I will ask this though, shouldn't we not concentrate on those who are the recipients of the "policy" decisions–our students–rather than trying to win political battles?

Finally how about this for a novel idea, in our democratic society wouldn't it be nice if we were able to offer a choice to our students as to whether they would like to learn in a bilingual environment or English only. Oh, if we only lived in an ideal world.

Rich Barnard
Old Lyme, Connecticut



Tips For Teaching Health Awareness

I have started a new job as an Americorps Promise Fellow at the local Community Health Center. My mandate is to help get non-native English speaking children signed up for insurance. I am hoping to expand this to include teaching and informing parents and other adults about health and medical care. I know health literacy is a big concern now and I want to get my 'charges' up and running. Any information you could provide would be greatly appreciated.

Thanks,
Lucille R. Brown, M.A.,
New Hampshire

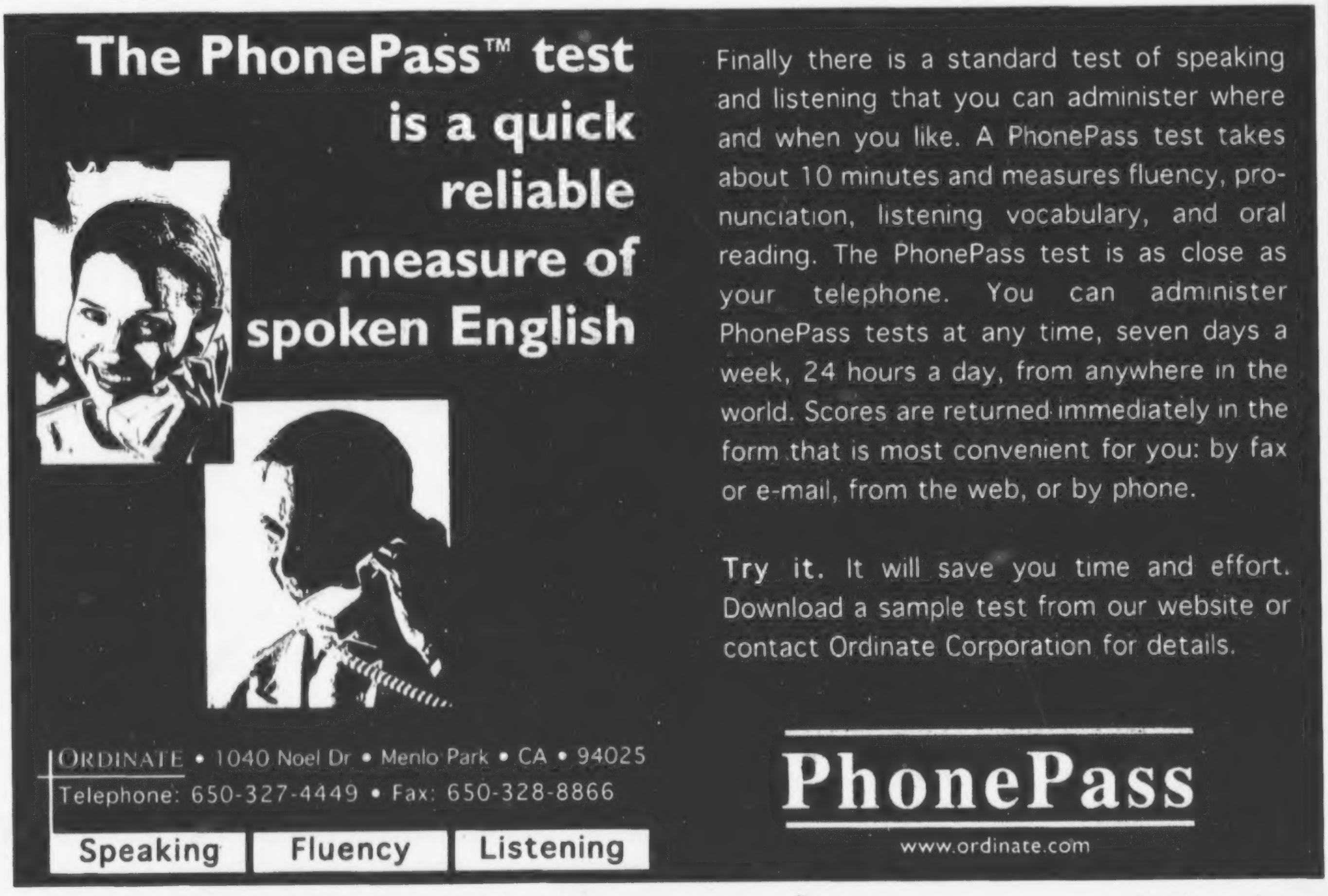
[Lucille: Our team of Health & Literacy experts will be covering this topic in the next issue of ALR. I'm sending you a preview of the information and resources they will be providing for us–Ed.]

Looking For the Right Direction

I have a degree in Sociology, but would like to get certification to teach ESL. How do I get certified and what type of jobs would be available to me? Thank you in advance for your time.

Sincerely,
Mary E. Vertin,
Destin, Florida

[*Mary: there's a good article on ESL teacher certification in the Nov/Dec 1997 issue of ALR. You can find it online in the archive section of the ALR website (www.alr.org) and you can order a back copy of the issue. Also, look out for Careers In English Language Teaching which will be in bookstores in April. It will have lots of advice and information for prospective ESL teachers. - Ed.*]



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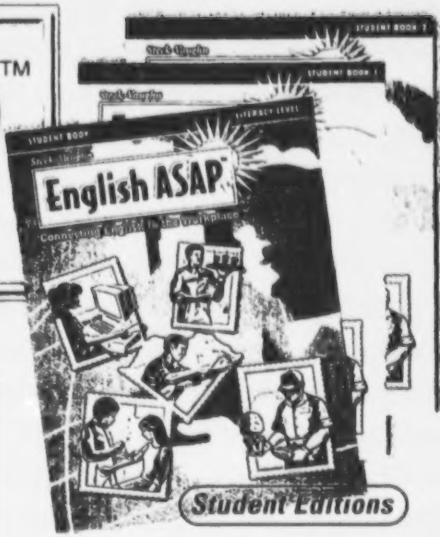
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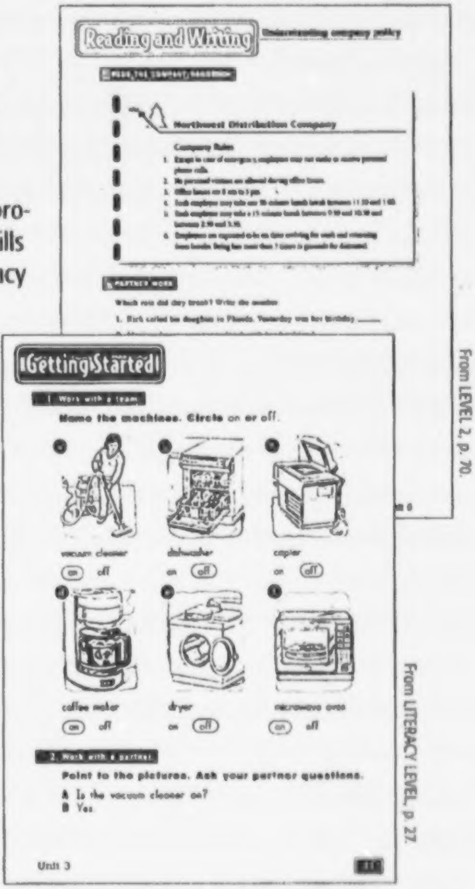
Reading and Writing
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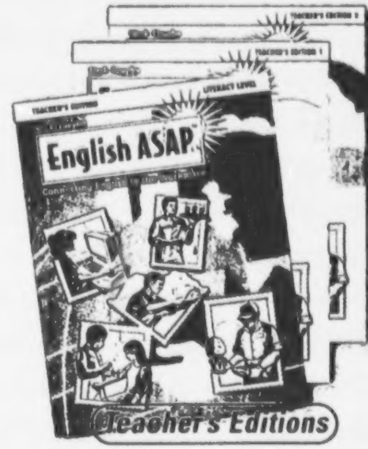
Company Rules
Getting Started
1. Work with a team.
Name the machines. Circle on or off.
vacuum cleaner
dishwasher
copier
coffee maker
dryer
microwave oven
2. Work with a partner.
Point to the pictures. Ask your partner questions.
A Is the vacuum cleaner on?
B Yes.
Unit 3

From LEVEL 2, p. 70.

From LITERACY LEVEL, p. 27.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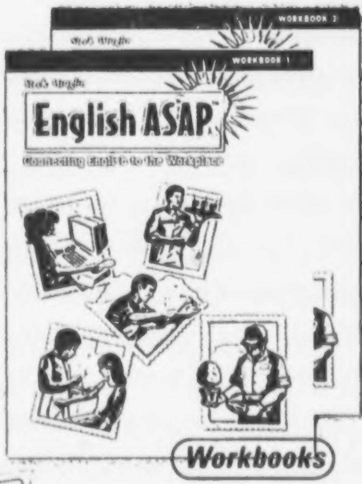
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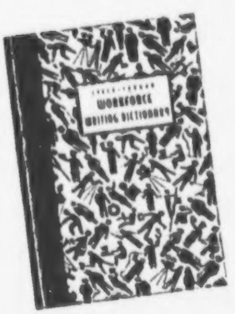
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Funding Hopes for Arizona's LEP Students

TUCSON: A FEDERAL judge has ruled that the state of Arizona is shortchanging its LEP (limited English proficient) students and that ESL learners are being dumped into mainstream classes with little or no primary language support.

But U.S. District Judge Alfredo Marquez stopped short of ruling that the state's AIMS graduation test actually discriminates against students who don't speak English well. The court order says Arizona has violated civil rights and equal education opportunity laws, but it did not set out an agenda for rectifying the situation.

"Clearly, for years the state hasn't supported LEP programs like it should," said Tim Hogan of the Arizona Center for Law in the Public Interest. "The state's going to have to get to work here. There needs to be more resources to give kids a chance." Senator Joe Eddie Lopez hopes the ruling will boost his bill, which would increase ESL funding in Arizona from $18 million a year to $40 million. Per capita spending for LEP students would go up from the current $127 to $621. The bill tackles a shortage of qualified ESL teachers by establishing a $1 million block grant to reimburse tuition for teachers who go back to school for specialized training.

It has been 11 years since Arizona analyzed the cost of educating its children who speak limited English. State education officials acknowledge that the money set aside for such students should be at least three times as much as it is now. The difference falls to local school districts. Of the $361 million spent to teach students English in the 1997-98 school year, $106 million came from federal funds and $15 million from state coffers. The rest, $240 million, came from grants, donations, desegregation money or contributions by public and private entities. But state officials caution that it's unclear whether the school districts spent the $240 million just on language acquisition programs.

School districts say teaching in two languages requires double the materials, and because there aren't enough teachers trained to educate such students, districts sometimes go without. "It would have been devastating if he [Marquez] had ruled against this," said Hilda Carr-Gaona, the bilingual education director at Phoenix's Wilson Elementary School, where 62% of students speak limited English.

"All districts will be happy about this," Joan Mason of the Phoenix Union High School District said. "All teachers need to take responsibility for these students."

READ California Ambassadors discuss how to inspire kids to read more as part of a statewide literacy initiative. Find out more at www.readcalifornia.org

Asia's Abilities in English

THE LATEST TOEFL (Test of English as a Foreign Language) scores reveal that Filipinos are the most proficient English language students in Asia.

The figures, published by the Educational Testing Service—administrators of the TOEFL—from tests taken between July 1998 and June 1999 show that Filipinos had an average score of 584 points, closely followed by Indians (583) and Chinese (562).

South Koreans garnered an average score of 535 points while North Korea and Japan, which scored 510 points and 501 points, respectively, occupied 16th- and 18th-places on the list of 21 countries. Last year, North Korea and Japan tied for the lowest score; both averaged 466 points.

In terms of the number of test-takers, Japan topped the list with 104,453, followed by China with 70,760. According to the report, only 336 North Koreans took the test.

Canadian Enrollments Increase

ENROLLMENTS IN CANADIAN Intensive English Programs (IEPs) are on the rise. Figures from The National Report on International Students in Canada 1998/99, published in January by the Canadian Bureau for International Education, reveal that over the past three years . Over the past three years, enrollment in such programs has tripled, from 6,300 students to 17,600. These figures include students in business programs.

The rise in IEP enrollments comes at a time when the overall foreign student population in Canada has declined significantly.

FBI Investigation

KANSAS CITY, MISSOURI: The FBI is investigating a school district after an ESL teacher complained that children were being forced to speak English only on the bus ride to and from school.

According to Margie Bouchard, who taught ESL in the Shawnee Mission School District, drivers implemented an English-only rule on the buses so they could understand what was being said. Detentions were handed to those children who refused to comply with the demand. "Racial harmony can't be achieved and respect for other cultures can't be achieved when top level administration is setting such a poor example," said Bouchard.

The district says it is examining the allegations.

I PLEDGE TO READ
READ
PAGE

For all the latest Technology news see NewsBytes on Page 92

Japanese Commission Ready to Adopt English As Official Second Language

TOKYO: A special commission, appointed by Prime Minister Keizo Obuchi, has recommended that English be adopted as Japan's official second language.

The commission, which made its findings public in January, calls for a fundamental shift away from traditional consensus based society towards American-style individualism, self-reliance and multiculturalism. The report concludes that Japan needs "global literacy"—an understanding of English, computers and the Internet—that it currently lacks but must develop if it is to compete successfully in the international marketplace.

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SII
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Language Is "Key" to U.S. Social Ills

CAPE TOWN, SOUTH AFRICA: A conference of world renowned linguists met here in January to discuss the growing gulf between English as spoken by black people and the language used by whites. Participants were concerned particularly with the situation in the United States where language was said to be at the heart of its "most serious social problem"—the widening poverty gap between blacks and whites.

Leading sociolinguist, William Labov, told the conference that contrary to expectations, globalization and the communications revolution had not arrested the development and use of dialects among poor, segregated communities. In the US, the "explosive growth" of so-called "Black English" in recent years had accelerated the distance between black and white speech. One consequence, in what Professor Labov described as "the most segregated country in the world", was that the language of black school pupils in the U.S. was vastly different from the language of learning and teaching. This had led to a situation where "people cannot use reading for any useful purpose."

Labov said that this predicament represented "one of the most serious social failures of our time." The problem had cultural, linguistic and institutional roots, but linguists had a key role in "understanding the differences between standard and other forms of dialect," he said.

Professor Labov pointed out that there was a "brutal irony" in the fact that the people who created universal American cultural exports like "hip-hop" and "rap" are excluded from a share of cultural power in their own country. "Grammatical developments (in forms of Black English) are correlated with increasing residential segregation and increasing differentials of income, education and opportunity between mainstream populations and the inner city urban minorities," he said.

Professor Labov added "Although these surprising developments are tied to the economy and racial history of North America, they incorporate general principles of linguistic evolution that operate in the development of diversity in many language families throughout the world."

The conference theme had a marked resonance in South Africa, where indigenous languages have been increasingly sidelined by second-language forms of English.

In Brief:

INTERNATIONAL ENROLLMENTS in American IEPs (Intensive English Programs) could be threatened if the INS (Immigration and Naturalization Service) carries out a plan to charge international students and have the colleges collect the money.

The draft federal regulation has angered IEP administrators, many of whom feel that is not their job to collect and process fees destined for the government. "It is inappropriate and sets a dangerous precedent for higher education," said Marlene M. Johnson, executive director and CEO of NAFSA: Association of International Educators.

The fees, set at $95 per students, are designed to pay for the much-vaunted CIPRIS scheme, which will track international students who are studying in the U.S. on temporary visas. CIPRIS is supposed to be operational in 2003 but the new fee will be applied retroactively to students who arrived in the States after August 1, 1999. The fee is annual and will also be levied each time a student transfers to a new school, changes to a new program, or changes program category. The fee impacts all students regardless of their length of stay. Recognizing that such a move could limit the appeal of the U.S. as a language learning destination, AAIEP (American Association of Intensive English Programs) has organized a campaign to protest the proposed collection system. AAIEP administrators want to have the plan revised to insure that responsibility for fee collection is left to the INS.

ANN ARBOR, MICHIGAN: An ESL instructor faces a reprimand after she told a student not to pray in class. The instructor, Margo Winnard Czinski, took Saousan Kiwan, a native of Syria, aside after the student had prefaced her class presentation with a brief prayer traditional among Muslims. Czinski told the student she had crossed the boundary between the constitutional separation of church and state and that she was not to do it again.

Kiwan refused to comply, left the course, and took her complaint to the Council on American-Islamic Relations in Washington. After an investigation, officials at Washtenaw Community College decided that Czinski acted improperly. According to Larry Whitworth, Washtenaw's president, Czinski confused expression of a personal belief with proselytizing, which is forbidden by the college.

Kiwan had commenced her ESL class presentation with the words "In the name of God, the most merciful, the most gracious," a common phrase among Muslims. Czinski told her "if she wanted to pray, she should do so personally and privately," said Whitworth. Kiwan refused to stop using the expression in public so Czinski sent her a letter explaining that public prayer is contrary to the separation of church and state.

It has not been decided what action, if any, will be taken against. Whitworth said he thought the ESL instructor had acted with good intentions and was simply being "overly cautious." Kiwan has returned to the college and Whitworth plans to circulate flyers explaining to teachers that the separation of church and state does not apply to individual student prayer.

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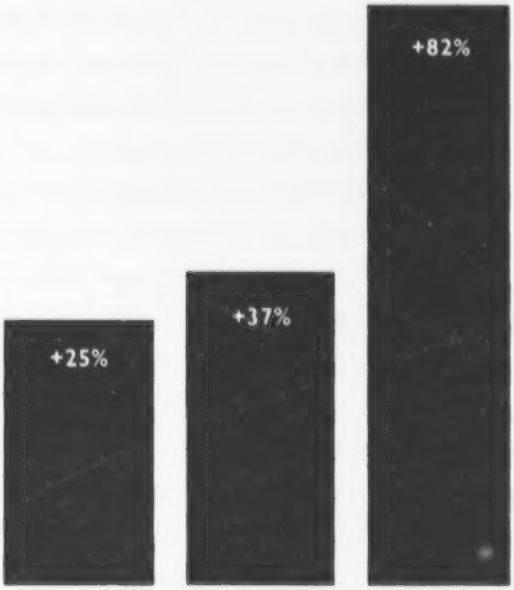

Gains of up to 25% in mathematics were realized for first- and second-grade at risk students in Las Vegas, Nevada on the CBAP Mathematics Test.

Limited English proficiency students in Mesa, Arizona realized significant gains of up to 37% in language arts and mathematics.

During the Houston Independent School District four-week summer program, 82% of at risk and English-language learners in the fourth-grade performed above grade level on the Reading Vocabulary MAT 7 post test.

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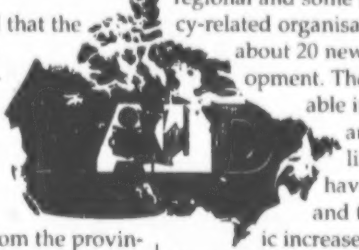
Spreading the Literacy Message

Charles Ramsey explains the work of Canada's National Adult Literacy Database

The National Adult Literacy Database Inc. (NALD) is a non-profit organisation the mission of which, simply stated, is to provide information and resources to the adult literacy community in Canada in English and French, Canada's official languages. This community is typically under-funded, under-resourced, isolated and remote.

A literacy program in this community can be isolated even though it is being delivered in the heart of a major city.

On the other hand, in the decade since International Literacy Year in 1990, the group of both volunteer and paid professionals that is part of this community has grown in numbers and in its capacity to address the issues. Excellent resources have been developed, often from within the community itself with funds made available by both the federal and provincial governments, to enhance the materials available in the classroom, in the workplace and for tutorial sessions. The fragmented nature of the community, however, has caused the growth and development to happen in "pockets, "usually found in urban centres. This haphazard pattern of growth has resulted in these resources (after a brief flurry of distribution immediately upon publication) not finding their way outside a ten-block radius of the location where they were created.



At NALD we recognised that the Internet and the World Wide Web presented an opportunity to change all of that. With support from the National Literacy Secretariat, a division of the federal government's Human Resources Development Canada, and from the provincial government of New Brunswick, we set out to:

- Create a community of literacy providers on the World Wide Web so that practitioners in Canada would become aware of who is doing what and where they are;
- Create a resource centre for literacy information and resources so that under-funded and under-resourced programs would have access to current and useful materials no matter where they are situated in the country;
- Provide a platform from which practitioners could share their information and resources with others so that people would eventually come to see the NALD system as a resource that belongs to them for their use;
- Organise the many good educational resources available on the World Wide Web into a system that would make it easier for busy practitioners to find useful materials quickly.

We use a broad definition of literacy to include K-12 for adults including family and workplace/workforce literacy and English and French for speakers of other languages. We also gather resources that will support special needs groups and the vast cultural diversity that is characteristic of Canada.

In the four years since NALD's web site (www.nald.ca) was launched in February of 1996, we have created, hosted and maintained 123 web sites for national, provincial, regional and some local literacy and literacy-related organisations in Canada with about 20 new web sites under development. There has been an observable increase in partnering and collaboration in the literacy community as we have created this visibility, and there has been a dramatic increase in the interest shown by practitioners in other countries about what is happening here!

The NALD site consists of some 35,000 pages of information such as Events, Annotated Bibliographies, Awards, Contact Information, Links to Discussion Groups, Headline News, Calls for Presenters, and so on. In the Resources sections ("The NALD Literacy Collection," "Full Text Documents" and "Literacy Newsletters" "Story of the Week") we have many excellent resources to be downloaded for use with learners or for the practitioners for their own continuing education. All these services are free of charge.

We attempt to make the NALD web site a useful source of current information and resources, easy to use, pleasant to look at and easily navigable. We present the resources in multiple formats.

We create various pathways to information. The response has been excellent. In the eight-month period ending January 31st, there were 415,971 visits to the site by people who viewed 2,295,625 pages of information and who downloaded 20,292 full documents. These numbers are beyond the wildest projections that we made four years ago when we launched this service (I might add, in the face of some degree of scepticism). We feel that this concept has found its time and place. NALD has become a

Setting Standards for ESL Teaching in Canada

Ron Lavoie describes the creation and development of the Canadian Language Benchmarks

Every day, thousands of adults gather in schools, community colleges, church basements, and other locations across Canada. They come together with a common goal: They want to learn English.

These adult learners have come to Canada from around the world. They bring with them a huge range of languages and educational backgrounds, needs and aspirations. We need a common set of standards with which we can describe adult ESL learners' skills and progress.

Providing a Common Set of Standards and Tools

The Canadian Language Benchmarks provide adult ESL learners and their instructors with that much-needed common set of standards and assessment tools. The Benchmarks help administrators, employers and settlement workers achieve a more complete picture of where learners are in the Listening/Speaking; Reading; and Writing skill areas.

The initiative for a set of national language performance standards or benchmarks developed out of the Federal Government's 1992 Immigrant Language Training Policy, which stated that Canada should have a clear set of language performance standards as a basis for developing reliable tools to assess the language skills of learners.

In order to achieve this goal, in 1993 Citizenship and Immigration Canada established the National Working Group on Language Benchmarks. Its mission was to develop language benchmarks to facilitate the integration into Canadian society of the adult newcomer who needs language skills. In 1995, as a result of extensive research, consultations, and field testing with approximately 3000 participants nationwide, the *Canadian Language Benchmarks: English as a Second Language for Adults* document was produced.

In November of 1996, the need for an institutional mechanism to assume Citizenship and Immigration Canada's Canadian Language Benchmarks responsibilities was recognized. Subsequently, in 1998 the Centre for Canadian Language Benchmarks, a nonprofit organization, was established to promote the coherence, effectiveness and consistency of adult (ESL instruction.)

A common set of standards ensures that:

- Language acquisition is described ▶▶

---

major source of educational information and resources in Canada, and, because there are no territorial borders on the Internet, for others in the world as well.

Many challenges remain:

- We want to post more and more educational resources because we think that this is where we can have the greatest impact and provide the greatest contribution; ▶▶

Spreading the Literacy Message

◄◄

- We want the information and resources that we post to remain useful, current and comprehensive;
- We will develop on-line counselling services and "ask an expert" services to serve those programs that are located where they have no access to these basic educational supports;
- We are in the process of creating "thematic streams" of information and resources on our site so that users interested in family literacy or ESL for example, will be able to browse through a collection of materials organised to respond to their specific needs;
- We are preparing a CD-ROM version of our web site for circulation in parts of the literacy community that either have no access or limited access to the Internet, the educational programs of the federal prisons, for example. The CD-ROM version will be circulated through an annual subscription system, which will include quarterly updates.
- We are preparing specialty databases to provide broader access to information, e.g. The Family Literacy Directory (http://www.nald.ca/Famlit/) and the Directory of Literacy Research (http://www.nald.ca/crd/);
- We are working with the National Institute for Literacy (NIFL) in their LINCS project (http://novel.nifl.gov/) to create a seamless bridge between our resource offerings to provide easier access for practitioners in both the United States and Canada;
- We want to continue to develop a network of contributors who will let us know about what's happening in their part of the literacy world. It is too big a challenge for us to be aware of everything. We like people to see this as their system and have them help us keep it current.

All in all, it has been a lot of fun. For those of you who work in the literacy community, you know that this is easy work to feel good about. We work with dedicated and enthusiastic people and serve learners who are extremely appreciative of everything that we do for them. We would be delighted to hear from you with information, resources, ideas and suggestions about the service that we offer. Help us to help you!

Charles Ramsey has worked in adult education for over 30 years. He is currently Executive Director of the National Adult Literacy Database Inc. and his passion is to harness the power of the Internet to the service of the adult literacy community.

> "The fragmented nature of the community, however has caused the growth and development to happen in "pockets," usually found in urban centres."
> - Charles Ramsey

Setting Standards For ESL Teaching In Canad

◄◄ in a nationally accepted and consistent manner

- A school's ESL certificate has meaning beyond the school
- Employers have an accurate picture of an immigrant's current language skills

Learner-centred, Task-based

The Canadian Language Benchmarks are descriptions of a learner's ability to use the English language to accomplish a set of tasks. They describe the abilities the learner should demonstrate at each benchmark, under specifically defined performance and situational conditions. Real life tasks are provided as examples of what can be accomplished by learners who are at that Benchmark.

The CCLB is involved in many areas related to the development of standards around th Canadian Language Benchmarks. Examples include:

- Test development
- Curriculum development
- "Benchmarking" of occupations
- Increasing learner awareness of the Benchmarks

The Canadian Language Benchmarks are currently being revised, and information abou the revisions will be made available at the CCLB web site: http://language.ca/clb/

Ron Lavoie, Information Officer, Centre for Canadian Language Benchmarks

The dramatic skyline of TESOL 2000 host city Vancouver

Taking Control of Native Languages

Efforts are being made to protect and preserve Canada's rich legacy of aboriginal languages. **Barbara Burnaby** provides an overview

The situation of Native languages in Canada today is very much like that of Native American languages in the United States. Most are at risk of disappearing, especially those which were spoken only by small groups of people and those where speakers had a great deal of contact with non-Native peoples. But some are still doing very well.

In Canada, the terms 'Native', 'First Nations' and 'Aboriginal' are used to talk about Native Canadians and their languages; Aboriginal will mostly be used here. Many of the Aboriginal languages in Canada are also spoken across the border, for example, Mohawk (Ontario, Quebec and New York) and some Siouian languages (Manitoba, Saskatchewan and North Dakota). Also, some languages spoken in Canada have 'cousins' in the U.S. such as Oneida, Cayuga, and others in Ontario and Quebec and Cherokee in North Carolina and Oklahoma; also Chipewyan, Slavey, and others in the Northwest Territories in Canada and Navajo and others in Arizona and New Mexico. Because these peoples and their languages have so much in common,

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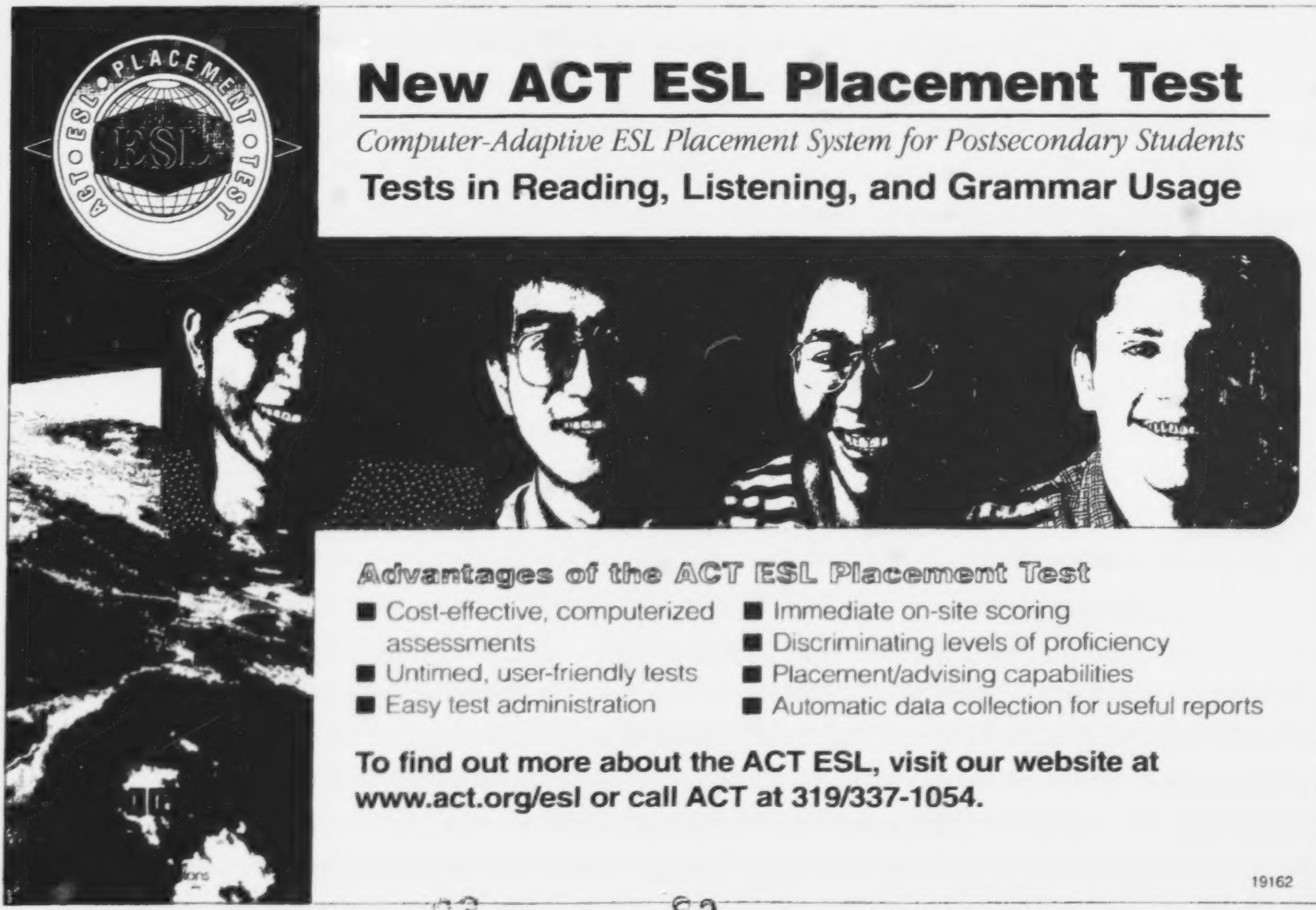

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there is every reason for sharing and cooperation across the border, especially now that there is so much concern about some languages disappearing. If North American Native languages are lost here, there is no group of speakers anywhere else to renew them.

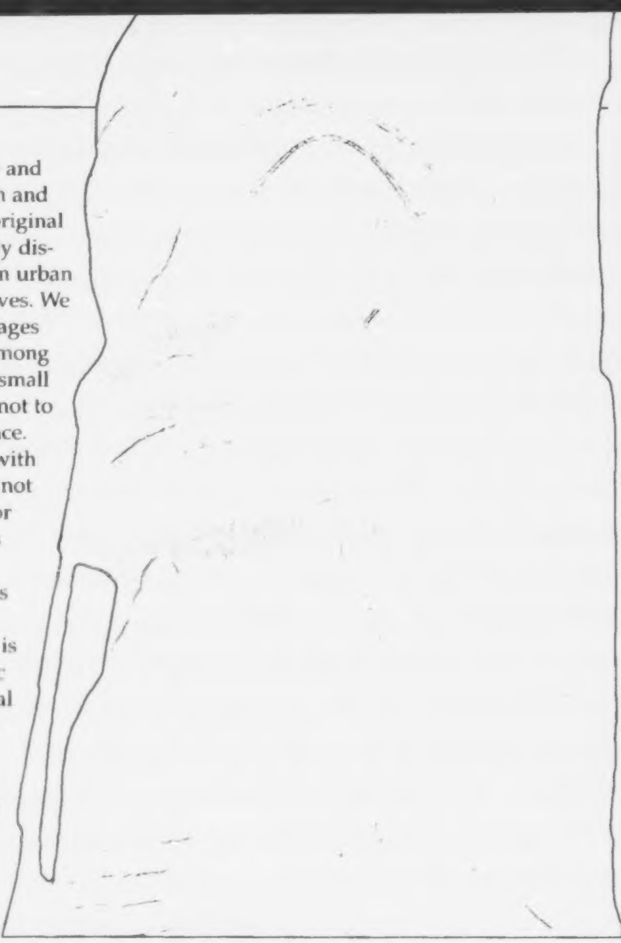
At the time of first European contact in what is now Canada, there were almost as many Aboriginal people in the region as there are today. Mistreatment, often brutal and the effects of European diseases cut the population to almost one-tenth in the 1700s and 1800s, but these numbers have bounced back. There were about 470,000 people who identified themselves as having only Aboriginal background on the 1991 census, or almost 2% of the Canadian population. Another 500,000 people indicated Aboriginal plus other origins.

Linguists assume that Aboriginal peoples in Canadian territory spoke about 450 languages and dialects in 11 language families before the Europeans came; now there are about 60 Aboriginal languages in Canada in the same 11 language families (Algonquian, Iroquoian, Athapaskan, Siouan, Tsimshian, Haidan, Kootenian, Salishan, Tlingit, Wakashan, and Inuktitut). Some of these languages historically and at present (have) had large numbers of speakers while others have not.

Various factors have acted to reduce the numbers of speakers of some languages more than others; indeed, some of these languages are no longer spoken. Foster, in 1982, projected a picture of the health of the Aboriginal languages of Canada based on the numbers of speakers, calling those with less than 100 speakers "extremely endangered" and those with more than 5,000 speakers as having "an excellent chance of survival" with several categories in between. Only Inuktitut, Cree, and Ojibwa had more than 5,000 speakers according to his figures.

In 1986 I did an analysis (with Beaujot) of census language data and other variables for people of Aboriginal background. The most dramatic figures in the study came from a comparison of native Aboriginal language speakers in the censuses of 1951 to 1981. In 1951, 87.4% of the Aboriginal population had an Aboriginal language as a mother tongue whereas in 1981 it was 29.3%. In 1991, Statistics Canada conducted a special survey of people who reported Aboriginal identity. When asked if they could read or write an Aboriginal language, 13% of the adults (aged 15 or over) said they could read in one and 9% said that they could write in one.

It seems to be a powerful Canadian myth that Aboriginal people and their languages are 'up north and out west' but not 'here.' Aboriginal people are remarkably evenly distributed across the country in urban and rural areas and on reserves. We found that Aboriginal languages were maintained the most among people who live in isolated, small communities and who tend not to change their place of residence. Historical length of contact with non-Aboriginal people does not seem to be a strong factor; for example, Nova Scotia shows higher Aboriginal language maintenance levels than does the Yukon. Aboriginal language/English bilingualism is most common in the Atlantic provinces whereas Aboriginal language monolingualism is more common in northern areas. It is expected that future statistics will begin to show the effects of the extension of television into the north and of higher levels of schooling.



Aboriginal students are scattered across the country, so it is hard for political advocates of special provisions for Aboriginal education and for teachers of Aboriginal students to cooperate. Also, Aboriginal language maintenance varies greatly, making it difficult for advocates for and educators of Aboriginal education to develop comprehensive approaches to language in Aboriginal education.

In 1972, a document called *Indian Control of Indian Education* was issued by the National Indian Brotherhood, at that time the national body speaking for Aboriginal issues. This document insists that Aboriginal parents must have control over and responsibility for the education of their children. It says that Aboriginal children should be educated in such a way as to enhance their self-esteem as Aboriginal people as well as to develop their ability to make a good living in Canadian society. It goes on to reinforce the need for Aboriginal children to get a good grounding in their ancestral language as a central factor in their identity development.

A lot of things have happened since that pivotal time in Aboriginal education policy. With respect to language, federal, provincial, and band controlled schools slowly began to offer Aboriginal languages as subjects of instruction. Three jurisdictions have begun to offer the primary grades through the medium of the local Aboriginal language because the children speak it. In other areas, experiments in Aboriginal language immersion programs for children who speak only English have been set up.

Training for teachers of Aboriginal languages is in place across the country. Most bands are in the process of taking over control of the education in their communities. Education advisory committees, once just a rubber stamp, are gaining more control in at least some areas. However, a number of isolated schools can not provide for high school education on reserves, so that children on remote reserves must leave home to attend high school in towns. Also, many Aboriginal children are attending provincial schools where they are very much in the minority and their needs are not a priority. The main point in this situation is that, while many good programs for Aboriginal languages are developing, the administration of Aboriginal education is so fragmented by geography and administration that coordination and cooperation is virtually impossible.

Reference: R Burnaby and R Beaujot (1986) *The Use of Aboriginal Languages in Canada: An Analysis of the 1981 Census.* *Ottawa: Social Trends Analysis directorate and Native Citizens Directorate*, Department of the Secretary of State.

Professor Barbara Burnaby, The Modern Language Centre, University of Toronto.

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Banking on a Bilingual Heritage

Canada's educational institutions offer learners unique opportunities to study, writes **Elaine Armstrong**

Learning languages is big business throughout the world. This isn't news, but for the Official Languages Support Programs (OLSP) Branch of the Canadian federal government's Department of Canadian Heritage, it's an exciting opportunity. Since OLSP's mandate includes the promotion of teaching and learning French and English as second languages both in Canada and internationally, it seemed appropriate for the Branch to jump in and strive to raise awareness about what has become a very dynamic and competitive business worldwide.

Historically, the Official Languages Support Programs Branch supports second language learning through contributions to the provinces and territories for core French, French immersion (bilingual education) and education for native French-speakers living outside Quebec and English-speakers living in Quebec, community support, as well as a host of other programs. It also provides grants to organisations for research studies and projects as well as assistance for the publication of the *Canadian Modern Language Review*, Canada's world-renowned research compendium.

Over the last several years, private businesses and public institutions have begun to cash in on Canada's expertise in teaching English or French as a second language. After all, Canada is known the world over for its immersion teaching phenomenon as well as for the major National Core French Study and the Formative Assessment Package conducted by the Canadian Association of Second Language Teachers (CASLT) (www.caslt.org) which resulted in additional world-class instruction methods.

The Official Languages Support Programs Branch began its promotion of the language training industry in France at Expolangues in January 1996 when Canada was the country of honour. Following this very successful experience, promotion of Canada as a destination of choice for language learners was begun in earnest. A website containing information about where to study in Canada was initiated. www.langcanada.net has recently been revamped and is growing to encompass information about public and private institutions offering English and French as second language courses, information about Canada, language resources as well as links to other important Canadian educational sites of interest to visitors to Canada.

Canadian Heritage has continued to be present at Expolangues, the prestigious language trade show in France; representing the language organisations and inviting participants to travel to Canada to learn their second language. The Department also participates and makes presentations at various gatherings of the key organizations active in this industry: the Council of Second Language Programs (public institutions offering English or French as a second language courses), the Canadian Association of Private Language Schools (CAPLS), the Private English Language Schools Association (PELSA) and the Canadian Education Centres network. Most recently, OLSP has begun to marry the ideas of language learning and tourism by nurturing a partnership with the Canadian Tourism Commission, beginning with a publicity campaign in France. Learning travel, edu-vacations, séjours linguistiques, are all exciting possibilities which are of interest to people from all over the world wishing to come to Canada to learn a language as well as to enjoy a taste of a culture other than their own.

Elaine Armstrong is Senior Policy Analyst, Official Languages Support Programs Branch, Department of Canadian Heritage.

Adult English Language Training In Canada

INSTITUTIONS, organisations and businesses in Canada offer a range of language training opportunities for adult learners of English. Canada has a broad and sophisticated infrastructure by both public and private sector groups to respond to the needs of both immigrant or domestic learners of English as well as international learners.

French is the official language of Quebec, so adult language programs for immigrants there are in French. Adult education programs in English in Quebec are increasingly intended for individuals who have not completed their High School education and wish to get their secondary school graduation diploma.

English language programs for individuals under 16 years fall under provincial jurisdiction and vary from province to province since education in Canada is a provincial responsibility. English programs for adult immigrants are funded federally in some provinces, jointly in other provinces and both federally and provincially in other provinces. In 1992 the federal department of Citizenship and Immigration created the program LINC (Language Instruction for Newcomers to Canada) and this program provides funding to both private and public organizations at the community level for any adult immigrant regardless of age or gender. There are no training allowances provided; however, in many cases support is provided for child minding and transportation.

In some provinces, management of federal language training funds has been transferred over by the province. As a result, the provincial government has responsibility for coordinating all language training, using either federal or provincial dollars or both in their jurisdiction. Funds for these language training services can support programs offered by publicly funded institutions, such as schools and colleges, community based organizations or private schools.

Publicly funded and private schools provide a wide range of language programs for students coming to Canada to study English to return to their home country or to provide access for further education in Canada. Many of the publicly funded schools at universities and colleges who provide language instruction to foreign students belong to the CSLPC (Council of Second Language Programs in Canada) and that group of programs offers a variety of training opportunities from coast to coast.

There are two organizations for private schools, PELSA (Private English Language Schools Association) and CAPLS (Canadian Association for Private Language Schools). These organizations require minimum standards to be met by their member schools. All provinces have professional associations for English language instructors. The largest of these are TESL Ontario, SPEAQ (Societe pour la promotion de l'enseignement de l'anglais langue seconde au Quebec), B.C. TEAL (in British Columbia) and ATESL (Alberta TESL). These groups provide a variety of professional development opportunities for ESL professionals.

Jim Jones, Mohawk College of Applied Arts & Technology, Hamilton, is President of TESL Canada.

In the second installment of their four-part series on ESL inclusion in the elementary school, **Howard de Leeuw** and **Susan Stannard** present guidelines for adapting curriculum and instruction to ensure success for English language learners

Merrily Down the Mainstream

The population of mainstream classrooms in the United States has become increasingly more diverse, including children with little or no glish language proficiency. Traditional proaches to curriculum and instruction :en fall short of meeting the needs of ery student, including ESL students, also ferred to as English language learners.

A primary goal of inclusion is to use ade-level curriculum and instruction to courage integration of ESL students and tive English speakers. The language-rich vironment of the mainstream classroom ovides English language learners with e most meaningful context to begin velopment of social and academic lan-age. Teachers sometimes believe that ESL idents will be unable to learn from grade-vel curriculum, and express a desire to ve "ESL materials" available for their use. ysically isolating English language learn-s or giving them a separate curriculum ould be counterproductive (Harklau, 94: 267). Progress in language and aca-mic development begins when curricu-m and instruction are adapted within the ainstream setting.

The key to adapting curriculum and struction is found in modification, the anging or reducing of content. If the fifth ade social studies curriculum requires idents to learn the names and locations of 50 United States, a modification would to require ESL students to learn only the mes and locations of the state they live in d the bordering states. The expectation at English language learners need to com-ete the same amount of curriculum as ner fifth graders is unrealistic. Modifying e task allows students to participate at an hievable level. Within grade-level class-oms, the focus for English language rners is not on completing the entire ope of the curriculum, but rather on social language development (BICS), the beginning of cognitive academic language development (CALP), and the formation of background knowledge. Most children who have been in American elementary schools since kindergarten are exposed to a spiraling of content. For example, first graders learn about the 50 states, and then are exposed to this material again in third grade and in fifth grade, creating, reinforcing, and enlarging their background knowledge. If ESL students have not had this exposure, modifications, commensurate with students' English language proficiency, are necessary to establish connections to the material. Teachers, who are aware of or who have accessed in-service opportunities to learn about language development, tend to be comfortable making modifications.

The backbone of a curriculum is often the textbook. Recent textbooks have begun to reflect the diversity in today's schools and some teacher's editions contain suggestions for working with English language learners. But if a teacher relies on the textbook to drive instruction, ESL students are at a disadvantage because most textbooks still assume a high level of English language fluency and a certain amount of background knowledge, including culturally-laden content. Lacking experiences in American culture can make a seemingly "easy" question or concept difficult.

In most cases, the amount of information in grade-level textbooks is too much for learners to process and comprehend. Modifying the quantity of information by focusing on key points and concepts, ➨

◄◄ and connecting it to ESL students' background knowledge through a variety of activities are ways of making textbooks more accessible.

The best way, however, to engage all students in the classroom is to use effective instructional practices that do not rely solely on language as the medium of instruction and which create opportunities for English language learners to interact with and learn from their peers. Teachers, who support instruction through visuals, hands-on activities, cooperative learning, project work, and alternative forms of assessment, create an environment in which ESL students are likely to experience success.

Guidelines for evaluating the effectiveness of instruction include asking the following questions:

- Will students have an opportunity to interact with peers?
- Do activities balance the four language skills of listening, speaking, reading, and writing?
- Are comprehension checks built-in throughout the lesson?
- Are adequate resource materials available, such as picture dictionaries or other reference materials, manipulatives or realia?
- Are printed materials appropriate for all students, or are modifications necessary?
- Are directions supported by examples?
- Will assessment model the way in which the material was learned?

Grade-level classrooms can be an enriching environment for both English language learners and their native English-speaking peers when mainstream teachers incorporate modifications and effective instructional practices. Successful inclusion relies on all staff working toward the success of all students. Although mainstream teachers are ultimately responsible for adapting curriculum and instruction, adequate resources and support are essential and will be the topic of the next article in this series.

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Harklau, L. (1994). ESL versus mainstream classes: Contrasting L2 learning environments. *TESOL Quarterly*, 28, 241-272.

Howard De Leeuw, Ph.D. and Susan Stannard, M.A. ESL Facilitators, Spokane Public Schools, Washington.

Success For ALL

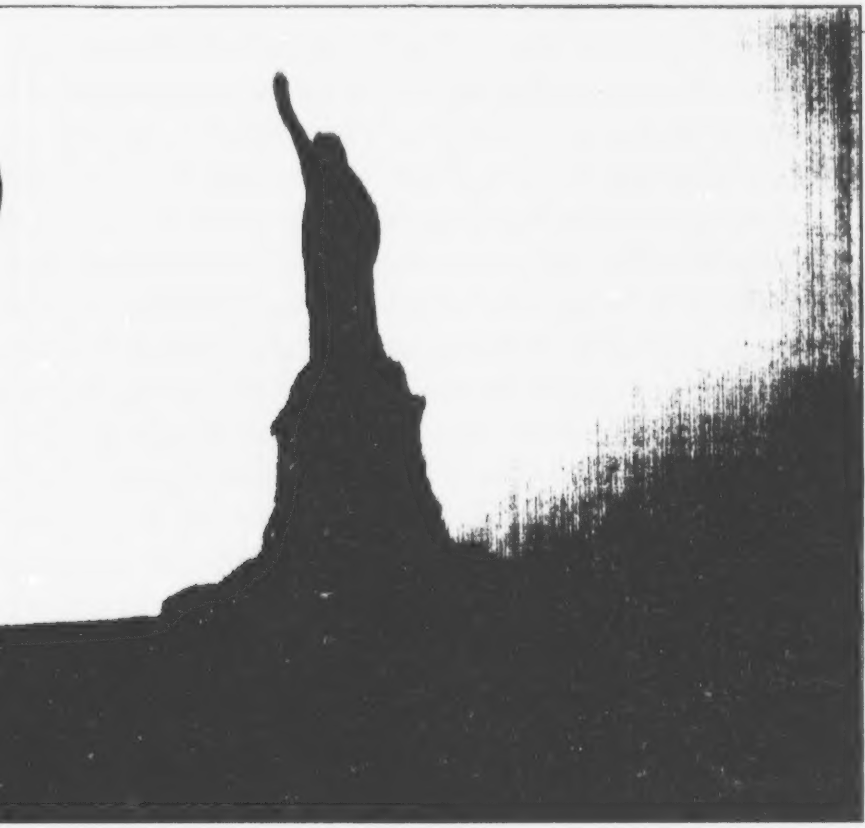
Despite the promise of a panacea for disadvantaged kids struggling with reading, the phonics based "Success For All" program has met with criticism from many ESL educators. **Jessamyn Lee** is one of the skeptics

Like many other economically challenged and academically suffering public schools in the United States, Harriet Tubman Elementary School (located in central Harlem directly behind the famed Apollo Theater), adopted Success For All (SFA) as part of an initiative to promote literacy among inner city school children. The school is part of the New York City public school system's Chancellor's District – a "distinction" placed on schools in danger of losing local administrative control to the state.

I participate in the implementation of this phonics-based reading program with young native and non-native speakers of English, tutoring and mentoring six-to-eight-year-olds who fail to progress through SFA's literacy-building regime.

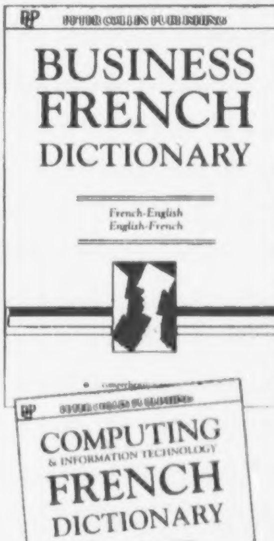
While the adoption of SFA was well-intended, my observations as an educator, as an ESL professional, and as a graduate student of language education is that SFA is a uniquely inefficient means of literacy instruction. As part of the philosophy behind SFA, its founder, John Slavin, separates the act of reading from the act of comprehension. But language has evolved specifically for the purpose of human communication. It is a basic premise of language education that successful communication only occurs as the result of comprehensible input. As one of the four key modes of language, reading also requires that the language student understand what is being read. The tenet of comprehensible input is vital to the instruction of both ESL and native speakers of English. Once comprehension is separated from language in any of its four modes, language loses its purpose and meaning.

Although it can be argued that phonics based instruction has its value, SFA uses phonics as the sole medium for reading instruction. The identification of



certain sounds and sound blends takes precedence over coherent, logical reading material. In the short illustrated stories written for SFA, words containing a specific story's target sound or sound blend are preferred to commonly occurring English words and natural language use. As a result, the stories written for SFA frequently make little or no narrative sense.

For ESL students in SFA, this use of awkward syntax provides only unnatural input, which either serves to contradict their growing knowledge of the spoken language (as it does with their native English-speaking peers) and/or reinforces the use of problematic language. I frequently experience students substituting a more commonly heard word or phrase for the awkward one SFA employs for the sake of phonic continuity when reading the SFA stories aloud. As a language professional, I recognize such utterances to be signs of genuine language acquisition and development despite the conflict with SFA. In such instances, the students' utterances are technically incorrect according to ➨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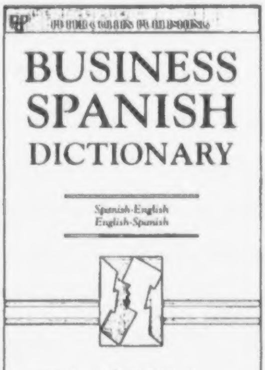
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◄◄ the SFA rubric. By attributing greater importance to students' knowledge of English phonics than to a more naturalized acquisition of language, SFA hinders students' ability to develop their literacy as an extension of their spoken language skills.

SFA employs the reading aloud of its stories by students and choral repetition as the key modes of instruction to develop students' reading skills. Independent silent reading is only introduced as the Roots, or beginning level students prepare to graduate to the Wings, or advanced reading level. Reading aloud certainly is a vital part of reading instruction, but it is also a basic premise of literacy education that performance anxiety can often be a debilitating factor in students' success.

Students want to succeed; they want to garner the approval and praise of their teachers and mentors, and, accordingly, they want to "succeed" at reading aloud. In my experience with the low performing students I tutor at Harriet Tubman Elementary, those in the lower levels of SFA tend to memorize the stories they are working on in class as purely auditory input. When asked to read any of the words or phrases contained in a given SFA story in another context, they are unable to do so. Memorization of sounds, not true literacy has most often been the result of this method. The last thing such motivated yet low-performing students need is instructional methods that inherently provide room for students to circumvent the lesson at hand with such coping mechanisms.

> "The last thing such motivated yet low-performing students need is instructional methods that inherently provide room for students to circumvent the lesson at hand"

Another problematic aspect of the SFA program is the content of its stories. I have found them to be extraordinarily ethnocentric and geared towards a suburban middle class audience. Many feature children flying kites, playing in their backyards, going on class field trips to farms, and enjoying other experiences unfamiliar to the urban students I teach. The Harlem neighborhood surrounding the school is filled with many abandoned and dilapidated buildings, homeless shelters and housing projects. The two-parent nuclear families (who rarely encounter any significant problems or difficulties) featured in the SFA stories are not a realistic or familiar example of family units for these students. Many of the native English speaking children I work with at Harriet Tubman Elementary School have significantly reduced language skills, and the ESL students are likewise struggling to succeed. Comprehensible input is one of the few resources language teachers have to help such students access language and literacy. SFA's inappropriate subject matter serves not to entertain, but only to further reduce the potential effectiveness of its problematic methods.

I realize that many troubled schools adopt SFA to improve their literacy scores and are compensated by state and local governments for such adoption. I believe that its phonics, rather than comprehension, based approach is both alienating and inappropriate for ESL and native English speaking students.

Because assessment is built into SFA, the program appears to be greatly successful. My experience with students at Harriet Tubman Elementary School contradicts this claim. Regardless of what we may want to be true, Success For All is not a panacea for troubled schools despite the good intentions of educators and administrators who choose to adopt it.

Jessamyn Lee is a graduate tutor from New York University's Metropolitan Center's participation in the SFA reading program. For a different view of SFA, see Doug Lasken's article ("*Hooked On Phonics*") in the Jan/Feb 2000 issue of ALR, pp. 12-14.

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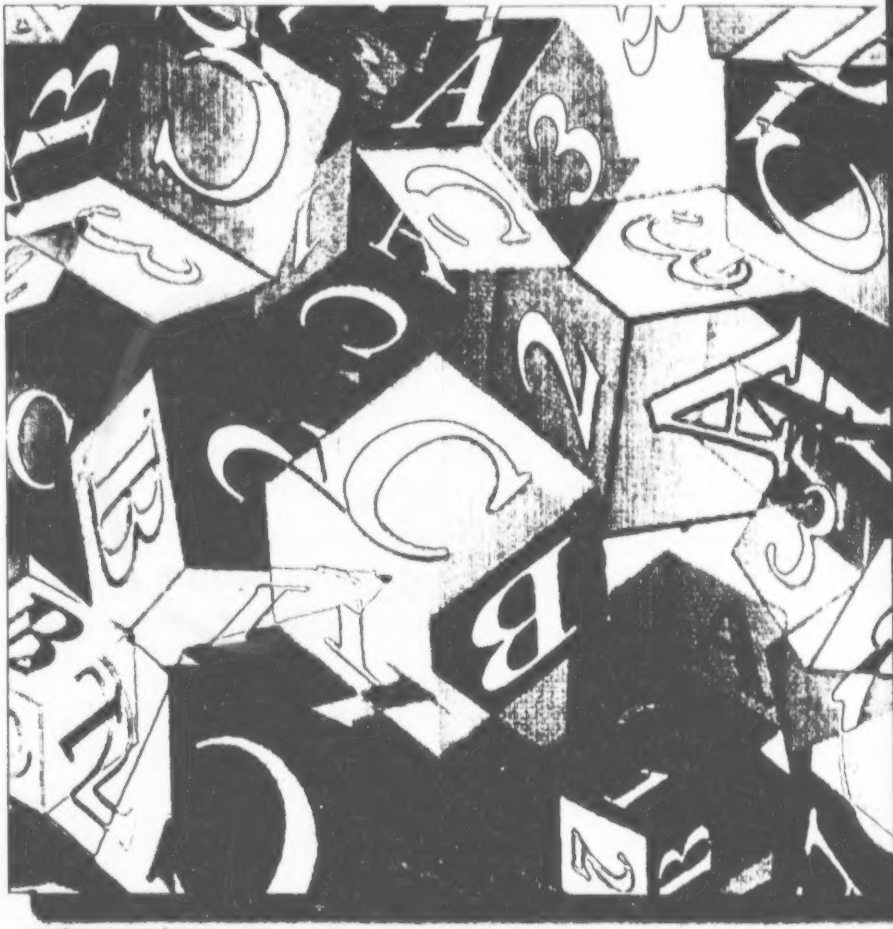
Reshaping the Future of Language Teaching

Few debates stir more passions than the one currently raging over standards in America's schools. **Paul García** and **Erwin Petri** examine the controversy and its ramifications for the future of second language teaching



> *For wisdom will enter your heart and*
> *knowledge will be pleasant to your soul.*
> *Discretion will protect you and*
> *understanding will guard you.*
> **Proverbs 2: 10-11**

The public and the teacher-education professionals both agree: the present system of preparing and developing America's instructors for the pre-kindergarten through college classroom is not performing "up to standards." Assessments and measurements attest to low student achievement.

Among the chief culprits, recounted in anecdotes and articles, is the writers' observation of inadequate and inferior teaching. The continuing calls for systemic educational reform come at the same time we are in the midst of an unrelenting teacher shortage. Raising teacher salaries and general working conditions to unheard-of heights would certainly improve the situation— but that infusion of billions of dollars into teachers' pockets and our nation's schools won't happen.

This decade will be a period when the "certification establishment"—those involved in school governance locally and at the state level—will be pressured to reduce standards. They will be tempted to continue to increase the number of beginning teachers in classrooms whose preparations for the assignment will neither reduce nor negate the criticisms leveled against the teacher education establishment for producing intellectually shabby products.

Such "provisionally licensed" or "temporarily uncertified" instructors with few credit hours in either the specific subject matter or in general education will not make broad and substantive improvements any easier.

Foreign/second language education is not exempt from either the quality crisis or the teacher shortage. But we are looking for answers. We are currently embarked on attempts to resolve these crises in a tandem activity, and often by innovative means. Local and national media offer converging perspectives on the importance of language and culture studies for the young.[1] While they feature stories on staffing needs, reports from elsewhere on possible solutions to the shortage are also investigated for local applicability. Extensive and informative surveys such as "Who Should Teach?" (*Education Week*, January 13, 2000), are commented upon in editorials. Indeed, programs of quality and promise are going understaffed and are endangered by the absence of an ample supply of teachers of

promise. Urban and rural language programs have long experienced similar teacher shortages as well as crises in quality and long-term commitment. Now, suburban districts, the post-1970s stronghold of second language education in our nation's middle and senior high schools, find themselves offering previously unheard-of signing bonuses. This is due in part to the expansion of programs—primarily and appropriately—at the K-8 levels, as well as to large numbers of retiring faculty. Schools are beset with uninstructed students; methods instructors and supervisors encounter and must encourage under prepared or inappropriately prepared majors—the "literature vs. language argument" again—to stay the course. Typically, in the space of one semester, the majors become the struggling new teachers who give testimony to many weaknesses in subject area and/or pedagogy. The chorus of shortage woes remains consonant with the quality issue nationally: too few staff, too few qualified applicants, too few applicants and too many new or expanded programs. And, of course, there is the justifiable fear that the resurgence of language study and quality programming will soon evaporate.[2]

We should not seek out those who are liable for the present dilemma: in a sense we as a society all are, for allowing the state of education to become a crisis. Instead, let us look first to ourselves as professionals to identify factors that would assist in the reform of language teacher education. The authors offer no easy, quick-fix answers. There simply are none. As retired FL supervisors (K-12) currently serving as methods instructors, we do bring the combined perspective of the supervisor and long-time classroom observer/practitioner to the discussion as we ask, "Would we hire this person for a teaching post for our district?" If "yes," then why? What characteristics do we look for in the ideal candidate to teach our youngsters? And if "no," then why not? What do these candidates lack that would prevent them from achieving success as language teachers? Over the last twenty years, language teaching has undergone what must certainly be more than a generation of change. The most obvious example is the proliferation of technology in the foreign language classroom and in the inventive hands of teachers and students. The implications of technology for quality instruction and staffing needs are yet to be understood by the profession at large. Als a significant gap remains between what language teachers know and are able to do and what teachers at all levels with many years of experience say that young professionals embarking on their teaching career need. Five key areas under current scrutin in teacher education discussions reflect, w believe, the twin issue of quality and quantity that insists on immediate consideratio

(1) Language skills: How and where to acquire and maintain these at levels commensurate with our charge and our ideals as professionals engage in life-long learning? How do we define in precise terms what those skills are? Simply put: How "good" must "excellent" be?

(2) Admission into Apprenticeship: The relevance and availability of preparatory course work in pedagogy and language/culture studies is undergoing inspection. What are the appropriate steps for a major in language teaching? How should these b packaged for future teachers?

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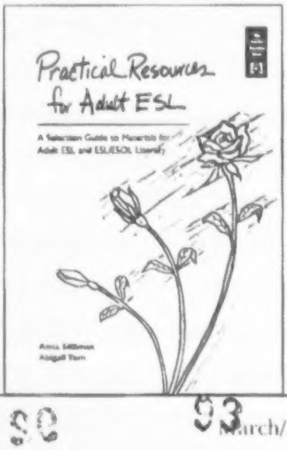

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(3) The Apprenticeship Period: How do we provide for a beginning language teacher to be exposed to observations and practice and cover information that is vital for the early years of teaching. Is the model we need to adopt extant? How vibrant and rewarding is the student-teaching experience? Much exposition remains before appropriate models appear and/or receive their due recognition.

(4) Where's the Role Model? The concomitant concern of identifying the "master teachers" for the beginning language professional: How do we ensure that reflective, relevant, compassionate and competent mentors are available to our new colleagues-to-be? What are the "right kinds" of experiences that beginners need, and from how many different individual sources?

(5) Life-long Learning and Professional Development: How do we assist in identifying and providing appropriate activities: supplemental and "refresher" experiences that go beyond the generic or traditional "staff in-service?" What role must licensing agencies play in the states? How aggressive must certification officers become in insistence and assurance of appropriate linguistic skills from applicants?

A formal sampling or survey undertaken by the authors in 1998-99 suggested that "needed" qualities and "delivered" candidates are still far apart, despite massive efforts and exemplary contributions by our professional FL organizations in the five critical areas. The respondents reaffirmed the points above by asking for mandatory inclusion of the following in teacher preparation reforms:

(1) Language usage and skills of the teacher that are needed (conversational ability, phonetics training, stylistics, and grammar—the specifics of competency need detail.

(2) Culture knowledge that is broad, and encompasses both the little "c" culture as well as the big "C" culture, and anything in between.

(3) Strategies and activities that enhance the delivery of language as a means of communication in consonance with the other four "Cs" of the National Standards Goals Areas: Comparisons, Communities, Cultures, and Connections.

(4) Technology and its implications for attaining the standards and for improving teaching techniques.

(5) Study/travel abroad and its value to the classroom experience.

Language teachers must become familiar with the acronyms of significant and impending change. Foremost among these are NCATE, INTASC, and NBPTS. NCATE (The National Council for Accreditation of Teacher Education) develops standards for the approval of the teacher education institutions themselves. This accreditation is in turn accepted by over 40 state departments of education as part of their gatekeeper function in certifying individual applicants. NCATE, therefore, is a "big player." INTASC, the Interstate New Teacher Assessment and Support Consortium (part of the Council of Chief State School Officers—CCSSO) is in the process of creating entry-level teacher standards that will be based on the NBPTS accomplished teacher standards. The NBPTS (National Board for Professional Teaching Standards) is that multi-year, multi-discipline project aimed at developing teacher standards for the accomplished professional that will have a say in what defines quality. The first draft of the Foreign Language Teachers was issued in November 1999, and contains fourteen principles of excellence. The tie-in to the "big players" by our profession is a milestone in language teaching reform.[3]

The National Standards in Foreign Language Education Project Collaborative (the creative group which issued both the generic standards in 1996 and the language-specific, K-16 standards in 1999, was admitted to NCATE in 1998. ACTFL serves as the Collaborative's representative to NCATE. The NBPTS draft is the product of 15 FL professionals; many of them are the same men and women who played major roles in the formation of our National Standards. This tie-together of visions is important for future changes in foreign language teacher education.

These are the elements of cooperation and continuity and access. They are the needed connection to the establishment that can make quality reform happen.

Which role does each of us have as we prepare, like marathon runners, for the race ahead? What influential activities can be undertaken by our representative organizations? One significant response is that of ACTFL and the National Foreign Language K-12 Resource Center at Iowa State University: "New Visions."[4]

This 1999 initiative is a series of meetings on a reformed FL teaching profession. The next gathering, in June 2000, in the Washington, D.C. area, will seek to determine major issues in the profession and identify responsibilities for producing reform. "New Visions" goes beyond a "priorities conference" or a "proceedings book." Many of the points touched upon in this article will be discussed or even rejected—from the fresh perspectives of 200 committed professionals. "Who can do what—and when and how?" is an unsettled challenge, replete with macro- and micro-changes. Assigning roles and tasks is a hoped-for outcome of the June meetings, with further deliberation at ACTFL 2000 (Boston), and, surely, at ACTFL 2001 (Washington, D.C.). The points below are offered as a means to engender further discourse at professional meetings, and, hopefully, to make the difference between dusty irrelevance and relevant action.

(1) What will we do to improve FL teachers' language and culture skills? We need to utilize appropriate funding and technology to assist us in this, and call to mind the infusion of funding and activities of the "NDEA days" of the 1960s. What can we do about professional development of in-service and pre-service teachers to create an up-to-date cadre of skilled professionals who continually cultivate their skills?

(2) What entry-level skills do the thoughtful teachers in the field and methods instructors suggest be obligatory for the new professional? What must a beginning professional command in terms of language and culture, and at what measurable level? How will this be translated into course work and related activities at the

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"As the poster says, 'Some people make things happen, some watch things happen, while others wonder what has happened.' Where we, as a profession, fall on this energy-inertia continuum will determine whether these questions remain unanswered"

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◄◄ accredited institutions and their departmentalized structures, where the generalization (unfair as it may be) is that activities in both education and foreign languages are truly from a different century. Here, the matter of literary studies as the predominant major course of preparation may well be challenged as a result of feedback from the field in tandem with the demands by state governance authorities seeking to improve student achievement at the pre-K-12 level.

(3) How do we resolve the problems of the apprenticeship period? Why do beginning professionals find such varying qualities in cooperating teachers, from the seven-year veteran who dismisses the value of lesson planning to the 30-year veteran who insists that student teachers be responsible for work at 6:30 a.m. each school day and gradually take on the classroom period? What is the "best length" of time in an apprenticeship? How many different experiences in the schools should the beginner have?

The answers to these questions are in the minds of those who help change to take place. As the poster says, "Some people make things happen, some watch things happen, while others wonder what has happened." Where we, as a profession, fall on this energy-inertia continuum will determine whether these questions remain unanswered. There are more "New Visions" opportunities out there besides the examples here. We need to continue discussions in order to formulate the training and preparation necessary to run the marathon, and, even, possibly to win it.

Notes:

(1) Immersion education (in Kansas City, Missouri, for example) was featured on programs as prestigious as "Sixty Minutes" (1994).

(2) Reported on at the 1999 ACTFL Annual Convention together with informal testimony provided by colleagues in ACTFL and NADSFL (the National Association of District Supervisors of Foreign Languages).

(3) This is not to dismiss the valiant efforts of our language organizations, which have struggled mightily for improvement of teacher education. In 1986, ACTFL published teacher education guidelines; AATF has a Syllabus of Competence (1987), and the AATG generated a listing of professional competencies adopted by ACTFL and other organizations such as AATSP (1997). The National Standards Project published the Standards for Foreign Language Learning: Preparing for the 21st Century (Lawrence: Allen Press, 1996) and the revised Standards for Foreign Language Learning in the 21st Century (Allen Press) in 1999. The latter contain the nine language-specific sections (Chinese, Classical Languages, French, German, Italian, Japanese, Portuguese, Russian, and Spanish).

(4) Further information on "New Visions" may be obtained from either ACTFL, the American Council on the Teaching of Foreign Languages (www.actfl.org), 6 Executive Plaza, Yonkers, NY 10701-6801 (914-963-8830), or the National K-12 Foreign Language Resource Center, Iowa State University, Ames, IA 50011 (nflrc@iastate.edu).

Paul Garcia served as the FL Supervisor of the Kansas City (Missouri) Schools and was a teacher of German and Spanish at the K-12 level. He is President of ACTFL for 2000. He is on the faculty of the School of Education of the University of Kansas. Together with Erwin Petri, he was Co-President of the National Association of District Supervisors of Foreign Languages. Erwin Petri served the Millburn (New Jersey) Public Schools as teacher of French and FL Supervisor for over 35 years. He is presently on the staff of Kean University (New Jersey).

LinguistiCAL

The Adult ESL Profession: A Snapshot

In whose classrooms can you find highly educated professionals from Western Europe, farmers and nomadic tribes members from the Middle East, Central America, or South East Asia who have never been to school and who are illiterate in their own language, and everyone in between? Instructors of adults learning English as a second language (ESL) know that we are referring to them, of course.

ESL instruction is an important part of the adult education field. In 1998, 1,927, 210 adult English language learners were enrolled in programs that received funding from the U.S. Department of Education. This represented 48% of those enrolled in all adult education courses; a number almost equal to the combined total of those enrolled in adult basic education and those in adult secondary education.

What do adult ESL instructors need to know?

Instructors work with a population that is diverse in race, culture, native language, economic status, educational background, and motivation for learning the language. To do this, they need to know the following:

1. How adult learners learn best:

- Previous knowledge must be recognized and respected and new knowledge must be integrated with it through the active participation of the learner.
- Collaborative modes of teaching and learning enhance the self-concepts of those involved and result in more meaningful and effective learning.
- Adult learning is facilitated when teaching activities are connected to real life and when they promote question asking and answering, problem finding, and problem solving.
- Skill learning is facilitated when individual learners can assess their own skills and strategies and learning styles.

2. How adults learn a second language. The factors that influence this include degree of literacy in the first language, type and amount of previous formal education, whether the first language uses the Roman alphabet system or not, the age and cultural background of the arner, and the learner's motivation for arning the second language.

How to teach learners from a variety of ltures. Adult instructors learn from expe ence both how to manage their multicul ral, multilevel classes and how to value is diversity and use it to enrich the lan uage and cultural learning of everyone in e class.

What do adult ESL instructors do? addition to helping their learners devel p English reading, writing, listening, and peaking skills, instructors develop curricu and other teaching materials, assess and valuate learners, and even counsel them or efer them to other service providers in the ommunity. In many program settings, eachers also transmit content beyond the nguage instruction, such as employment kills, survival skill information, cultural nformation, or American history and citi enship facts.

Programs in which adult ESL teachers ork vary widely in terms of setting—com unity based organization, correctional cility, private educational institution, orkplace site, community college; program type—academic, nonacademic, prevocational, vocational, workplace, survival ESL, citizenship; approach—family literacy, participatory, whole language, tutorial; learner group—adults, college students, refugees, out-of-school youth, criminals, high-level professionals; and timing—part-time, full-time, day, evening. The field also offers options in administration and research, and positions in policy and non-profit organizations that support adult ESL programs.

What are the challenges and rewards? Teachers work in leftover spaces, with inappropriate materials, often outside the nine-to-five workday, for little money or professional status, with students who are often ignored and excluded by the dominant society. Most teachers are part-time, hourly employees teaching in more than one program. Turnover rates are high and burnout is common. Professional recognition and compensation are usually less than adequate and adult ESL professionals often feel that their programs are given a low status relative to other adult education components.

So why do people continue to cultivate careers in adult ESL? Why do so many professionals eagerly meet the demands for flexibility, creativity, sensitivity, and commitment? Many ESL teachers focus on rewards less tangible than financial compensation or professional status and recognition: social service, creativity, and sense of accomplishment. Practitioners of adult ESL generally have the desire and ability to learn from other cultures and strong feelings of commitment to and responsibility for their students.

With the growing numbers of adults learning English as a second language, more teachers are finding these students in their classrooms. The issues discussed in this article may help teachers begin to consider the challenges and appreciate the rewards of working with this group.

Miriam Burt and MaryAnn Cunningham Florez work at the National Clearinghouse for ESL Literacy Education (NCLE) at the Center for Applied Linguistics. They can be reached at ncle@cal.org

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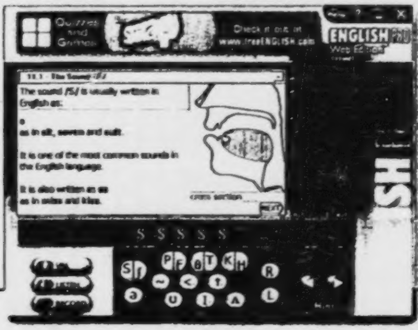
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A Question of Technology

As more and more colleges and institutes purchase technological resources to enhance their curriculum, the need for parallel teacher training is increasing. Successful teacher training courses on technology require effective course development. How can this be done?

In 1996, my colleague Karen Goettsch and I began sending out questionnaires to see how teachers felt about the different types of technology, asking questions about audio, video, computer software, the Internet and email. We wanted to know what teachers were using, what kind of training they were getting, and what kind of training they wanted to get in the future. Teachers by and large responded that they felt it was not enough to get training in using technology. Most teachers primarily wanted to know how to integrate technology into their existing classroom curriculum; to learn how to evaluate different types of educational technology, develop lesson plans, and determine whether it was worth it all.

We used this research to write a book on the topic and to develop various workshops on teaching ESL with technology. We began teaching a class through the Hamline University Graduate Studies program in St. Paul, Minnesota. In this class we work to make teachers more comfortable with using a wide range of technological materials. We emphasize the need for teachers to analyze their students and work from there. Above all, we stress that technology should not be used just because it is currently the latest craze, but only when it can truly enhance their classroom curriculum, and facilitate learning.

Since we began teaching this course we have had requests from other educators on how to develop an introductory course on teaching ESL with technology. These are some of the questions we have tried to answer:

What type of pre-course needs analysis and preparation can be done?

It helps to contact teachers in your course ahead of time to determine who their students are and what types of classes they're teaching. You'll need to know whether they teach ESL at an elementary or high school, an adult basic education program, an intensive English program, or a university course. Do they teach classes which focus on basic skills, like reading, composition, speaking and listening? Or do they teach content courses, like survival English, work place English, TOEFL or the GED? Knowing who their students are and what classes they teach can help you highlight areas in your sample guidelines and lesson plans that these teachers will find relevant.

On the first day of the class, if not before, you might want to give teachers a questionnaire to determine what types of technology they've already used in their classroom. It helps to make some kind of outline to prompt more detailed answers, such as:

Sample Questionnaire

Please fill in the boxes to indicate what types of technology you are familiar with and how you have used them in your classes. When you are finished, compare and discuss your experiences with other members of the class.

How have you used audio in your classes?
ESL audiotapes w/textbooks
Music
Taped radio broadcasts (news, stories, interviews)
Other

……

How have you used video in your classes?
ESL videotapes w/textbooks
Commercial videotapes (movies, educational reports, etc.)
Taped TV broadcasts (news, interviews, 20/20, movies)
Other

……

How have you used computer software in your classes?
ESL software (reading/writing skills, listening skills, spelling skills, etc.)
Word processing software
Computer games (Carmen SanDiego, puzzles, etc.)
Other

……

How have you used the Internet in your classes?
ESL web sites (Dave's ESL cafe, grammar skills sites, writing skills sites, conversational skills)
News web sites
Informational resources/research tools
Other

……

How have you used email with your classes or for professional development?
Contacting keypals
Writing exercises/journals
Member of ESL Listserv (TESL-L, NETEACH, JALTCALL)
Other

This questionnaire can serve three purposes. The primary purpose, of course, is to let you know how much experience your teachers have with each type of technology. Secondly, it prepares teachers for the types of examples you plan to use for the class, introducing them to ideas and vocabulary that might be new to them. Finally you can use it as a group or pair discussion exercise which serves as both an ice breaker and a confidence builder as teachers begin to see that they often have a lot to contribute to the class in the way of personal experience. You may also ➡

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◄◄ want to add a question at the end of this outline, such as: "Please briefly outline your expectations of this course and what you hope to gain during the next five sessions."

How can you present each type of technology?

We typically divide our syllabus up by the various types of technology and then begin with fairly familiar technology, like audio and video, then continue on to Internet, computer software, and email. Beginning with audio and video builds teacher confidence by slowly introducing them to a field where they often don't feel totally comfortable. It allows them to see how old skills; materials evaluation, lesson planning, and curriculum development apply to familiar technology.

While we hold all our sessions in the computer lab, not all the audio and video we present is on the computer. We show lesson plan samples with music CDs, taped radio and telephone messages, videotapes, and taped TV. Then we present lesson plans with Internet audio and video websites. So in the first sessions teachers begin working with audio and video presented in a variety of ways, both old and new.

> "We give them a page of websites which guide them to lists of computer software reviews and companies, where they can download or order demos of software they think might better fit their own classes"

I can hear you asking, "Why even include audio and video?"

Although audio and video are not always viewed as cutting edge technology, they're still used in the ESL classroom more than computers. In fact, authentic audio and video, as well as instructional audio and video are currently being developed in many new and innovative ways, and so deserve to be examined as two of the major educational technologies in use today.

For every class session you will want to work in plenty of hands on time, perhaps 20-30 minutes for every hour of material presentation. Hands on time allows teachers to ask additional questions or re-examine the sample lessons you've already demonstrated, or to explore supplementary samples, reviews, or articles about that particular technology through the Internet. For audio and video we always give teachers a handout of Internet websites, news audio and video websites, lyrics and music segments available online, as well as ESL audio and video lessons already created on the web. For the Internet we usually provide a handout on the major ESL websites as well as regional websites, such as local events, tours, museums, real estate websites that could easily be of interest in developing lessons for students. After demonstrating four or five types of software, we provide teachers with a wide array of demo copies to experiment with and appraise for their own classes. In addition we give them a page of websites which guide them to lists of computer software reviews and companies, where they can download or order demos of software they think might better fit their own classes. During the hands on time you can encourage the use of evaluation guidelines to help teachers begin their own sample lessons as course assignments, and develop ideas for journal reflections on how they might integrate each technology into their own curriculum in the future.

Practice what you preach by using technology to teach your own class. Put your class syllabus online. Set up a listserv or a bulletin board for class discussions. Assign articles that need to be downloaded from the Internet. The teachers in our class ranged from being extremely computer savvy to almost computer phobic, but amazingly it was the teachers with the least computer experience who loved using all the various technologies the most. They especially liked downloading articles as part of the learning process. They said it made them realize that they didn't need to be computer experts to use technology for educational purposes. They felt that if they could handle the technology comfortably, certainly any of their students could. So have your teachers manipulate the various technological materials in as many ways as you can, especially while you're there to guide them, until they begin to feel comfortable with a variety of technologies and begin to perceive what potentials they hold for enhancing their own classroom curriculum.

What specific guidelines and sample lessons should be provided?

Guidelines: Sample guidelines should provide teachers with a step by step checklist of what they should consider in order to begin using any type of technology. This should range from focusing on pedagogical goals, to analysis of the material, and finally to the technical matters of using that specific technology. You will want to provide at least one sample evaluation guideline for each type of technology you wish to present, so that teachers can see the basic similarities in analyzing any type of educational material, as well as the concerns which might be specific to certain types of technology.

Sample Website Evaluation Questions:

Who are your students (language level, interests, language goals)?

What are the curricular goals for this course (specific skills, or content)?

How can this website meet these curricular goals?

What is the language level and register?

What is the content of the website?

Are the words and images appropriate for your lesson?

What support materials will you need to develop for this lesson?

What technical considerations will you need to take into account?

This sample guideline begins with questions such as, "Who are my students?" because it is important to never lose sight of the fact that the main concern is the students needs and the teachers' curricular goals. After each question you can provide a checklist of possibilities and encourage teachers to pick and choose those ideas, which apply to their own situation.

There are many guidelines for evaluating computer software and websites available online that can be easily found at any of the major ESL websites. The textbook we use for our course, "*Connected*" has guidelines for using audio, video, computer software, the Internet and email. Of course, you may eventually want to modify someone else's guidelines or create your own to match the focus of your curriculum.

Sample Lesson plans

Several sample lesson plans for each technology should be demonstrated. Karin and I use a combination of lesson plans we create, lessons our colleagues have taught, lessons written up in teacher journals, lessons from listserv archives and lessons which can be found on ESL websites. As we ►►

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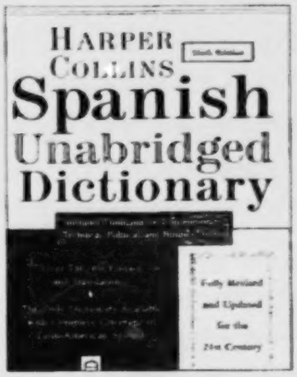
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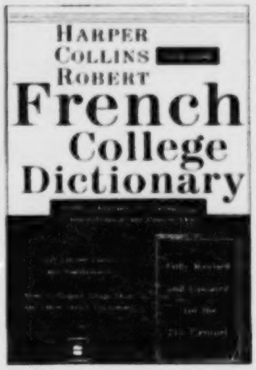
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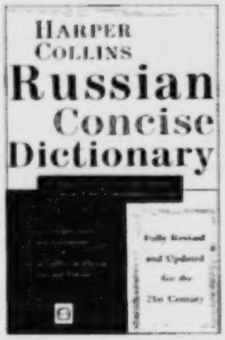
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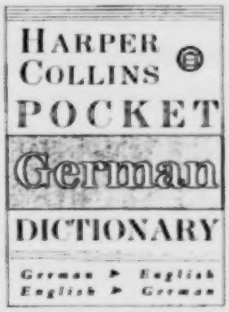
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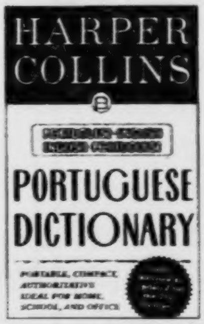
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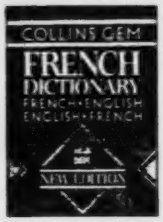
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◄◄ present the lesson plan we discuss the target audience of the lesson, what concerns were taken into account when support materials were developed, and what skills or content area the material is trying to teach. We go down the list of guidelines and highlight which questions were considered when preparing each lesson.

It's useful to prepare a range of lesson plans from beginning to advanced level ESL learners for each technology. Often teachers are under the impression that students should be at least at an intermediate level in English before they can use authentic audio and video, the Internet or computer software. By viewing lessons for several levels, teachers begin to see how they can adapt audio, software and Internet sites to become practical teaching tools regardless of their students' language proficiency.

Have teachers actually take part in at least one of the sample lessons for each session, filling in a worksheet, manipulating the software, or discussing a website, much as their students might. In this way the lessons come alive and teachers can visualize how they will actually use them with their own students. For example, with a video lesson, have them answer comprehension questions created for ESL students, then discuss what level language learner they believe would feel comfortable with this type of exercise due to language density, idiomatic or cultural content, grammatical complexity, and so on. Encourage them to think about how they could adapt the lesson for lower or higher level language learners by using guided tasks, varying segment lengths of the material, or by recycling the material with a variety of tasks. Similar questions for each type of technology, whether testing out a computer software program or viewing a sample Internet lesson can be taken from your guidelines and used in your sample lessons. Putting teachers in the students' shoes helps them analyze how effective each type of technology might be in teaching certain skills or content areas for their own classrooms.

How can you make revisions and improve the course in the future?

While many institutes now have their own evaluation forms that they distribute to students at the end of each class, you may want to develop your own evaluation to help revise and improve this particular course.

On our evaluation form we asked questions about each technology. We wanted to know how much teachers felt they'd learned about each one, and whether they felt they could use this knowledge in the own classrooms. We asked questions about the handouts, how clear, how useful did they think they were. We asked teachers if they would rather drop audio and video and just learn about computer software and the Internet. We were surprised to read that all the teachers felt audio and video were a central part of the class and extremely useful. We asked questions about the textbook, the assigned articles and the amount of hands on time (too much, too little). Responses to class evaluations helped us make positive changes and developments for future classes.

We also combined evaluation responses with our own sense of what worked and what didn't to help us decide where we needed to provide more explicit sample lesson plans for each session. We noted down teachers' questions about technology or technological issues (such as copyright) which came up during course sessions, so that later on we could add a handout or a website to address areas of concern not already covered in our curriculum. Both the evaluations and our own notes on teachers comments provided us with useful insight in modifying and improving the course for future sessions.

Modern technology has provided us with new and useful educational tools. Teachers now need effective education and guidelines on how to successfully utilize these materials. They need training that can show them how to determine what fits their curriculum, and their students' needs. However, all of these resources are as individual as a pair of shoes. There is no one great technological medium out there, better than any other educational material and perfect for all educators. Whatever types of educational technology are eventually used, they need to fit the teacher and the students using them. Effective teacher training will focus on the analysis and relevant use of technology in the ESL classroom. This will hopefully add to the ongoing effort to facilitate the learning of English for speakers of other languages.

Nima Salehi is an instructor for the Minnesota Literacy Council in St. Paul, Minnesota. Nima and Karin Goettsch will present, "Developing a Technology Course for ESL Teachers" at TESOL 2000.

Course textbook: Gillette, S., Goettsch, K., Rowekamp, J., Salehi, N., Tarone, E. (1999) Connected: Using Audio, Video, and Computer Materials in the Communicative Classroom. Master Communications Group, Inc., Minneapolis, Minnesota, recipient of the 1999 ETS Language Acquisition and Instruction award

Training
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The number of English Learners in the United States has grown exponentially in the past 15 years. There are now over 1.4 million children in California who are not fluent in English, as opposed to approximately 550,000 in 1985 (de Cos, 1999). This growth has led various state and national organizations to examine how to prepare teachers to meet the needs of these students.

For example, the National Council for the Accreditation of Teacher Education (NCATE) has joined with Teachers of English to Speakers of Other Languages (TESOL) to develop standards for institutions who prepare ESL teachers. The National Board for Professional Teaching Standards which certifies experienced teachers, has already developed such standards for teachers of English As A New Language. Other agencies, such as INTASC (Interstate New Teacher Assessment and

Teacher preparation is taking political priority as student populations continue to swell. **Natalie Kuhlman** investigates the case in California

Support Consortium), while not focusing on ESL in particular, are looking at what kinds of support new teachers in general need to be able to do to meet current student needs. Outside of the U.S., the United Kingdom has a task force now examining ESL/EFL teacher preparation internationally, as a precursor to the development of U.K. standards for teachers.

In California, this examination of teacher needs has been operationalized under Assembly Bill 2042. This bill created a panel of experts to recommend to the California Commission on Teacher Credentialing how to both prepare and support new teachers. It is expected that this panel will recommend that the current structure (see below) or something similar to it become the "basic" credential in California and a variation of the INTASC model be used for support of new teachers.

In this article, I will discuss the development of the existing credentialing system in California to meet the needs of diverse students in today's classrooms, and how one institution has implemented the system over the past eight years.

The Case in California

In 1992, CTC authorized a new structure for preparing beginning teachers in order to meet the needs of English Learners. The new credentials that evolved from this authorization are known as Bilingual/Cross-cultural, Language and Academic Development (B/CLAD). Those proficient in one of the ten most common languages, as demonstrated through a teacher preparation program or through state examination, may receive the BCLAD, while those who are not bilingual receive the CLAD (which also requires the equivalent of six units of study of a language other than English).

In 1995, CTC authorized the CLAD and BCLAD certificates, which can be obtained by already credentialed ("in-service") teachers by state examination. Also, the CLAD can be obtained through 12 units of approved coursework. As a result of further state legislation experienced teachers can take a shortened, 45 hour or 90 hour model, depending on the number of years of experience a teacher has in the classroom. The CLAD is a prerequisite for obtaining the BCLAD.

The requirements for the CLAD, both for the pre-service preparation program, and the in-service certificate (whether through coursework or examination), include three areas of competency:

(1) Language structure and first and second language acquisition and development;
(2) Methodology of Bilingual, English Language Development (ELD) and content instruction (Specially Designed Academic Instruction in English, or SDAIE);
(3) Culture and cultural diversity.

For the BCLAD certificate, candidates take an examination that covers three more competency areas:

(1) Methodology for primary-language instruction;
(2) the culture of emphasis;
(3) the language of emphasis, specifically speaking, listening, reading and writing.

Currently there are no course options to obtain the BCLAD Certificate, only the state examination.

San Diego State University, College of Education Model

SDSU offers both the CLAD and BCLAD (Spanish/English) credentials for pre-service elementary or secondary teachers, and a CLAD Certificate for those who already have their credentials. The pre-service CLAD Credential for both elementary and secondary teachers is housed in the School of Teacher Education. The pre-service program for BCLAD (which includes CLAD requirements) and the CLAD Certificate are housed in the Policy Studies in Language and Cross Cultural Education Department, both in the College of Education. Both programs are based on a philosophy of empowerment, multiculturalism and equity.

To enter either the CLAD or BCLAD credential programs, the candidate must meet all entrance requirements both to the university and to the specific program. The specific program entrance requirements are different depending on whether the

►►

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individual is applying for an elemen- ry or secondary credential, a CLAD or CLAD. Common requirements include a atewide test of basic skills (The California asic English Skills Test-CBEST), and one r academic content if the student did not mplete an appropriate major (e.g. MSAT PRAXIS) in addition to other general quirements. Also, there are prerequisite urses, which vary by whether the candi- te is pursuing the CLAD or BCLAD, but nerally include coursework in multicul- ral education, language structure and quisition and bilingual models.

Both the B/CLAD certificates and the LAD credential programs require the me foundational competencies, as indi- ted above (language and language acqui- ion; pedagogy; and culture), however the anner of delivery changes. For those in e pre-service LAD credential ogram, the undation for ese areas is nerally met rough pre- or -requisites. his foundation then embed- ed in practice and theory throughout the edential preparation year.

Figure 1: CLAD Building Blocks

Foundation:	Language policy/bilingual education Language structure Culture & cultural diversity
Application and Implementation:	Language Acquisition, ELD/SDAIE Methods

In addition to its campus programs, DSU participates in a California State niversity (CSU)-wide BCLAD program rough our CSU International Programs ffice. This program includes sending alifornia teacher candidates with moder- e to full proficiency in Spanish to spend e academic year in Queretaro, Mexico, nd a ten week summer session at SDSU. It governed by the International Teacher ducation Council (ITEC) under the aus- ices of the CSU International Programs ffice, and is comprised of a consortium of x CSU campuses (Fresno, Hayward, Long each, Sacramento, San Bernardino and San iego). Five cohorts (approximately 55 can- idates) have graduated from the original rogram site in Mexico City and are now aching throughout California (except for a w who chose to remain in Mexico!). A ebsite for the CSU International Programs ffice provides additional information bout this program.

CLAD Certificate at San Diego State University

or those who have already completed heir basic credentials, they may add the CLAD Certificate by either taking the statewide examination, or by taking 12 units of coursework in an approved university program. The courses are similar or the same as offered in the CLAD teacher preparation program, but usually are taken at the graduate level. Teachers add this knowledge, in a sense "overlay" the knowledge with what they already know about teaching. Those that choose the test route must themselves internalize the knowledge base and make the applications. Some districts and county offices of education provide review courses to prepare for the examination, and some of this review may be practical in nature.

Some candidates have gotten a "regular", i.e. non-CLAD credential and then immediately take the CLAD Certificate courses before they actually start teaching, while others come to the certificate with extensive experience in the classroom and would like to tie the coursework to an M.A. degree. Others have been credentialed in other states and are new to California. The new teachers are building a foundation for teaching and for teaching English Learners, while the experienced teachers are adding to what they already know and have experienced in the classroom. For this reason, at SDSU we developed multiple models to meet the basic competencies, through both undergraduate and graduate coursework. While the core knowledge base is the same, the focus and level of work expected for classroom teachers (graduate students) is different.

While CTC has authorized a 12-unit certificate, the SDSU model adds a 3-unit prerequisite, creating in essence a 15-unit sequence. Courses are required in five categories: language structure, language acquisition, culture and cultural diversity, language policy & program models, and methods of ELD/SDAIE. We felt that each of these competency areas required individual attention. One can see our model as forming building blocks (see table).

All courses, except those at the 600 level, are offered every semester, as well as winter and summer sessions which provides easy access for teachers. The 600 level classes are typically offered only once a year. The courses can be taken either as regularly enrolled students or through extension. For the past five years, the Certificate has been offered in East San Diego County, sponsored primarily by the Grossmont High School (9-12) and the La Mesa/Spring Valley School Districts (K-8). In this model the districts pay for the instructors and the teachers pay a minimal extension fee. As a Special Sessions model, credits may still apply to an M.A. and several teachers have pursued this option.

Conclusion

Teacher preparation in California, as throughout the United States, is going through changes as the demographics of our schools' children changes. The CLAD/BCLAD model offers one route to meeting the needs of our changing classrooms.

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Natalie Kuhlman Ph.D., Professor, Department: Policy Studies In Language and Cross Cultural Education, San Diego State University

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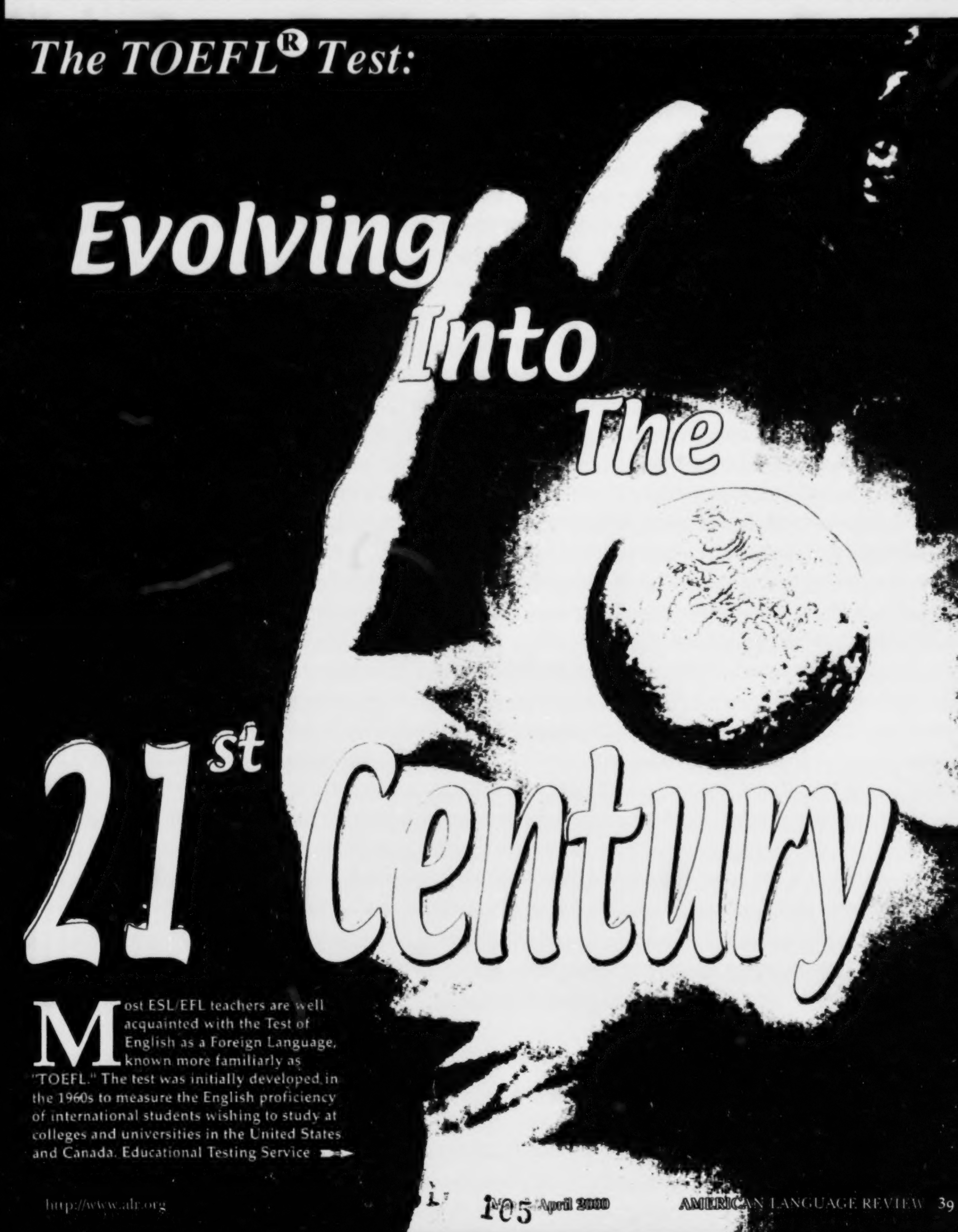


Most ESL/EFL teachers are well acquainted with the Test of English as a Foreign Language, known more familiarly as "TOEFL." The test was initially developed in the 1960s to measure the English proficiency of international students wishing to study at colleges and universities in the United States and Canada. Educational Testing Service ➠

(ETS") is responsible for developing the TOEFL test and administering the program according to the policies determined by the TOEFL Policy Council. The Council consists of representatives from institutions of higher education, secondary education, and other educational entities with an interest in international education.

The Evolution of the TOEFL Test Format

When the original TOEFL test was developed in 1963-64, it contained five sections. As a result of extensive research, a three-section test was introduced in 1976. In July 1995, the format of the questions was modified somewhat. In recent years, various constituencies have called for a new TOEFL test that:

(1) is more reflective of models of communicative competence;

(2) includes more constructed-response tasks and direct measures of writing and speaking;

(3) includes tasks that integrate the language modalities tested; and

(4) provides more descriptive information than the paper-based TOEFL test about the ability of international students to use English in an academic environment.

In response to these requests, the TOEFL Policy Council initiated a broad effort, called TOEFL 2000, under which language testing will evolve in the twenty-first century. The work of the TOEFL 2000 project is focused on:

- the development of a conceptual framework that takes into account models of communicative competence
- a research agenda that informs and supports this emerging framework
- a better understanding of the kinds of information test users need and want from the TOEFL test
- a better understanding of the technological capabilities for delivery of large-scale assessments

A number of TOEFL 2000 papers and reports are soon being released to the public as TOEFL Monographs. New releases (Monographs 16 - 20) are the working papers that lay out the TOEFL 2000 conceptual frameworks with their accompanying research agendas. Monograph 16 describes the process by which the project will move from identifying the test domain to building an empirically based interpretation of test scores. The framework documents to be available later this summer, Monographs 17 through 20, extend the conceptual frameworks to the domains of reading, writing, listening, and speaking (both as independent and interdependent domains). The final test design will be refined through an iterative process of prototyping and research as the TOEFL 2000 project proceeds.

An overview of the TOEFL 2000 research agenda and preliminary information on the framework will be available at the TOEFL exhibits at the TESOL and IATEFL conferences in March.

Update on the Computer-Based TOEFL Test

The introduction of the computer-based TOEFL test was the first incremental step in the TOEFL 2000 effort. Since the TOEFL program introduced its computer-based test (CBT) in July 1998, ETS has continued to review, analyze, and revise its original testing plans. As reported in 1999, ETS reintroduced paper-based testing in several countries to supplement the computer-based test and provide sufficient access to the test in areas with limited CBT testing capabilities. In October 2000, the TOEFL program will introduce CBT in Bangladesh, Hong Kong, India, Japan, Korea, Pakistan, Taiwan, Thailand, and Vietnam. TOEFL-CBT will be introduced in the People's Republic of China in 2002-03. In all these countries paper-based testing will continue to be available until the introduction of computer-based testing.

> "Last year alone, over 526,000 international students studied in the United States (490,933) and Canada (35,988)"

The Evolving Use of the TOEFL Test

As commerce and communications have transcended traditional boundaries, higher education has become increasingly international. Each academic year, more than 1.2 million students worldwide pursue higher education outside their home countries. Last year alone, over 526,000 international students studied in the United States (490,933) and Canada (35,988). Figure 1 (*opposite*) based on *Open Doors* data (IIE, 1999) depicts the number of foreign students from each region of the world attending U.S. institutions in 1998-99.

Compare these percentages to the distribution of TOEFL test takers worldwide in Figure 2 (*opposite*). Since the number of TOEFL test takers in 1998-99 far exceeded the number of international students studying in the U.S., one can conclude that TOEFL test takers do not just take the exam to enter North American universities. Figure 3 (*opposite*) illustrates that in 1998-99 approximately 8% (total of 75,418) of all TOEFL score reports were sent to institutions outside North America. Of the score reports that were sent overseas, the largest number were sent to the U.K. and continental Europe. Score reports were also sent to Africa, Asia, Latin America, Middle East, and the Pacific region (Australia and New Zealand).

Universities outside North America use TOEFL scores in various ways. English has increasingly become the language of instruction in many overseas institutions; the impetus behind this trend is to prepare students to become not only participants but also leaders in a global society where English is emerging as a common language.

Many of these universities require TOEFL test scores of their international applicants. For example, institutions in Europe offering MBA programs taught primarily in English often require TOEFL scores of their applicants.

Some universities require TOEFL scores of their faculty in order to assure that those using English as the medium of instruction have the appropriate English proficiency level to do so. Other institutions require TOEFL scores of students who are involved in particular fields of study, or of those who wish to participate in study abroad programs. In a growing number of institutions academic credit is offered to students who have attained certain TOEFL score levels in a growing number of institutions; this system serves as an incentive for students to improve their level of English proficiency. Some overseas universities want their students to demonstrate a certain proficiency level as a graduation requirement, and often use TOEFL scores for that purpose. In addition to academic institutions, a number of scholarship agencies, medical certification and licensing agencies and governmental agencies around the world also use TOEFL test scores.

Because English is becoming the common global language, certain TOEFL examinees take the test not because it is required of them, but because they wish to obtain a measure of their English proficiency for their own information, or because they wish to have a general credential of their proficiency in English. Increasingly,

Figure 1: Foreign Students at US Institutions, 1998-99

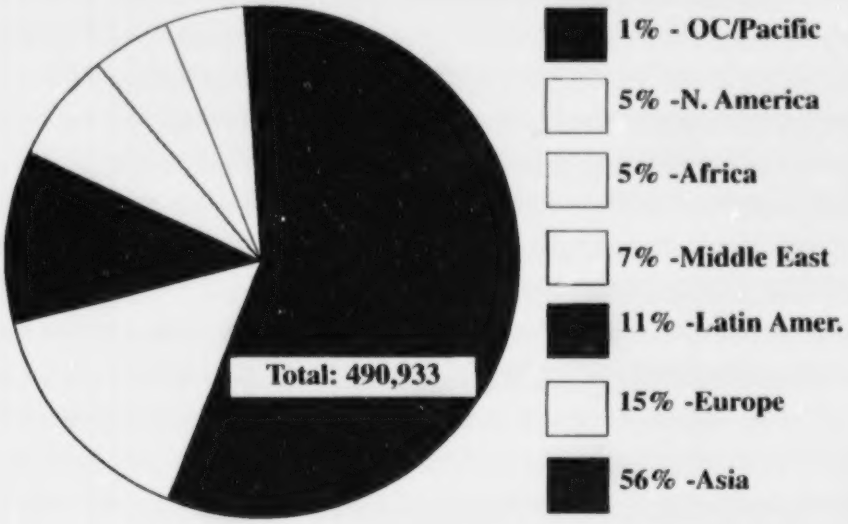


Figure 2: Native Region of TOEFL Examinees, 1998-99

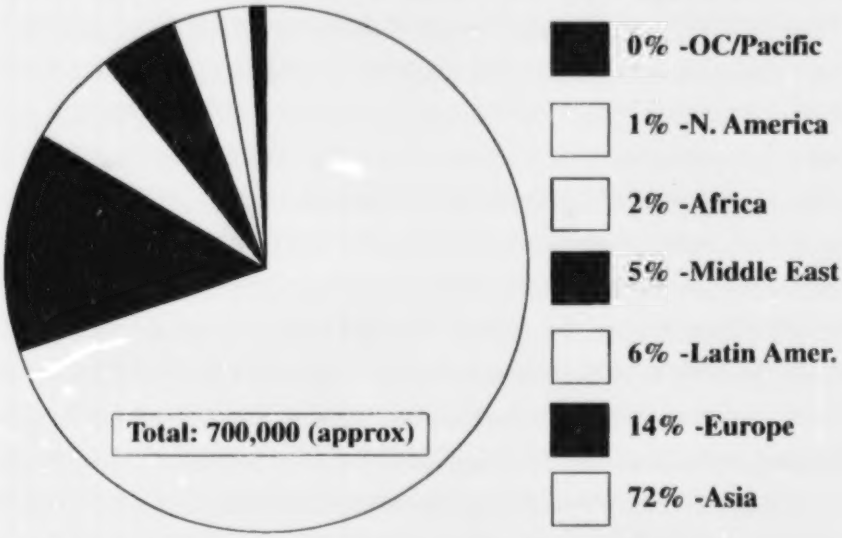
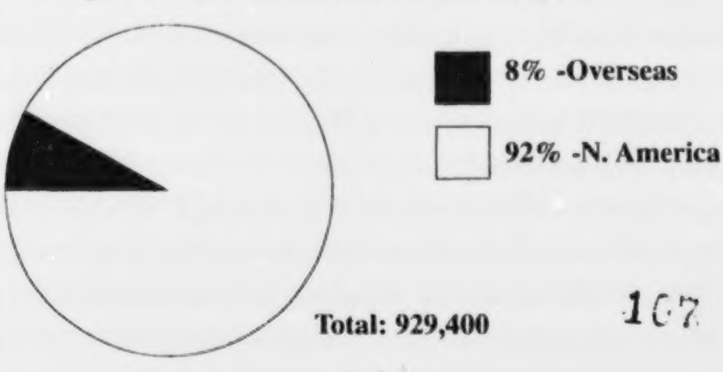


Figure 3: Worldwide Users of Score Reports



the TOEFL test has been viewed as an international standard because it is such a reliable test, with truly standardized delivery and consistently accurate and objective scores. Many people use TOEFL as the measure by which to compare the English proficiency of the students in a particular country with that of students of elsewhere.

Increasing Use of Technology

To better meet the needs of its diverse score users and test takers, the TOEFL program is making use of technological advances in it testing program and also seeking to provide improved services. The computer platform has made it possible for ETS to improve the TOEFL test, which includes a required essay as well as visuals and headphones in the Listening section. Computer testing also offers improved services for students, such as year-round testing and the opportunity for examinees to view unofficial test scores for everything except the essay before they leave the test center.

Early on, some educators expressed concern that because many international students have limited access to computer technology and the Internet, they would be at a disadvantage with the computer-based TOEFL test. To address these concerns, in 1996 ETS conducted a computer familiarity study that discovered that after examinees took the specially designed TOEFL tutorial, their performance on the computer-based test was not significantly affected regardless of their computer familiarity level. In a follow-up study in 1997 ETS found that TOEFL examinees' access to computers and the Internet is increasing rapidly (Taylor et al., forthcoming).

TOEFL examinees seem to be more comfortable with technology than critics have thought. For instance, although examinees are given the option to handwrite or type the essay, a greater percentage chooses to type it. During the 1998-99 testing year, approximately 50.4% typed the essay, but since July 1999 the percentage has climbed to 62.6%.

In response to evidence of growing access to and comfort with technology, the TOEFL program is seeking to utilize technology to improve services for examinees and score user institutions. The use of the TOEFL Web site (www.toefl.org) has grown dramatically over the past two years, and most TOEFL publications can be conveniently downloaded or ordered for free from the Web. (The publications most frequently downloaded are the TOEFL CBT Bulletin and the TOEFL CBT sample questions.) Recently, the TOEFL Web site has been ➡

◄◄ updated to include a special Student Resource Center that contains practical information for international students. The number of overseas visitors to the TOEFL Web site has been increasing, with the most active user countries being Japan, Germany, Brazil, and Russia.

The TOEFL program continues to look for other ways to use technology to improve services. For example, institutions can now receive TOEFL scores more quickly via the Internet. Through "Scorelink" official scores are regularly posted on a secure Web server from which they can be downloaded. In the fall of 2000, a series of convenient Web-based services, including online test registration, will be introduced for TOEFL candidates.

Helping Students and Teachers with TOEFL Test Preparation

To assist students in preparing for the TOEFL-CBT experience, the TOEFL program has created POWERPREP™ Software: Preparation for the Computer-Based TOEFL Test. This product simulates the TOEFL computer testing experience, and it includes two timed tests created from a pool of authentic TOEFL-CBT questions. At the end of the test, users can view their score ranges, as they are able to do on testing day. The product will debut in March at the TESOL and IATEFL conferences. Representatives from the TOEFL program will demonstrate this new product in presentations at both conferences. Also available on the TOEFL Web site is a free publication entitled TOEFL Tips: Helping Students Prepare for the Computer-Based Test, which is an excellent resource for the classroom.

Conclusion

The TOEFL testing program continues to evolve. In order to address the needs of a global audience, the program is making increased use of technological advances and working to provide new and expanded services to meet the needs of it diverse score user institutions and testing population.

For current information about the TOEFL program, please visit the Web site at www.toefl.org, where it is also possible to join the TOEFL mailing list to receive periodic email updates.

References: *Open Doors 1998-99 Report on International Educational Exchange*, 1999. Todd M. Davis, ed., New York: Institute of International Education.

Taylor, C., Jamieson, J., & Eignor, D. (forthcoming-Autumn 2000). Trends in computer use among international students. *TESOL Quarterly*.

Gena M. Netten, Associate Program Director, Educational Testing Service.

Counting Ways To Use the TOEIC®

Twenty years ago when the TOEIC® test was first developed by Educational Testing Service to foster English-language learning in foreign countries, few people imagined that the test would become a valuable resource in the United States. The TOEIC test, or Test of English for International Communication, is now the world's leading English test with more than 1.4 million tests taken every year.

Here in the U.S., over 16,000 people took the TOEIC test last year. Some of the diverse uses of the TOEIC test in this country include:

- Immigrant language training: Programs such as Learning English Adult Program Inc. (LEAP) in New York City use the test for placement and measuring progress for immigrants learning English for the workplace and everyday life.
- Intensive English Programs: Colleges such as University of California at Berkeley measure student progress through pre and post testing and provide their students with certification of their English ability.
- Companies: The test is an important human resources tool for corporations such as Honda and Arthur Andersen.
- Students: English learners demonstrate their proficiency to prospective employers by taking the test and obtaining an official TOEIC certificate.

The test itself consists of 200 questions, divided equally into listening and reading. It takes about two and a half hours to administer. The content is drawn from various workplace contexts as well as everyday situations where one might need English such as in restaurants, hotels, airports and medical offices. Thanks to the general nature of the content, a number of Intensive English Programs have found that the TOEIC test is well suited as a placement tool for all of their students.

Having found a market all over the world, the TOEIC test is coming back to its roots. **Doug Ronson** reports

Scores are reported on a scale from 10 to 990, representing levels ranging from beginner to professional proficiency. This wide range of levels accurately measured by the TOEIC test means that a diverse group of students can be tested at the same time and easily placed in the appropriate class.

The TOEIC representative offices in the U.S. and Canada provide rapid scoring for placement purposes. Tests are normally scored the morning after the test is administered and the results faxed to the client. This enables programs to place students within 24 hours of testing. Organizations using the test for placement have found that its high reliability means that the vast majority of students accept their assigned class level as being appropriate. As well, there are many different–but equivalent–editions of the TOEIC test. Candidates are therefore unlikely to take the same test form twice.

Many Intensive English Programs provide a post or exit test in addition to the placement test. Teachers and examinees alike can then see student progress in learning English. Once again, the broad range of proficiency measured by the TOEIC test means that progress can be observed in as little as one or two months. The continual incremental score gains encourage individual learners. Says Leslie Kanberg, Academic Director for UC Berkeley Extension in San Francisco: "The students here are very motivated. They love to compare to see whose score has gone up the most."

Recently, individuals and organizations have asked for English-language learning tools of the same high quality of the TOEIC test. TOEIC Service International (now part of The Chauncey Group International, an ETS subsidiary) has responded with a new line of products called Tools for TOEIC! This new line was launched last year with the publication of a 200-page book called *The Official TOEIC Test Preparation Guide*. The English version, published and distributed by Peterson's, is available in bookstores and through the U.S. and Canadian official TOEIC representative offices. Skill-building exercises and a full-length practice test written by the same people who develop the TOEIC test are some of the features of this book-cassette package. It is already being used by both Intensive English Programs and by individuals who wish to improve their English ability.

Other Tools for TOEIC products are under development. This spring, a dynamic and practical CD-Rom pronunciation product called *Pronunciation in American English* will be available. Knowledge and skill in stress, intonation and rhythm are key learning objectives. The interactive nature of the program allows for both visual and aural stimulation and set pronunciation and other language exercises in a meaningful workplace context, allowing learners to practice and improve their communication skills. The pronunciation product is ideal for individual learners and for classroom and training environments and can also be adapted for distance learning courses.

To meet the diverse needs of organizations, teachers and learners in the United States, Canada and worldwide, the TOEIC program will continue to develop new products and new uses for the TOEIC test.

Doug Ronson can be reached at TOEIC Services Canada by email at ronson@toeic.ca. In the United States, contact Karen Reese at TOEIC Services America by email at ToeicInUSA@aol.com.

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Getting Down To World Business

Moya Brennan designed an online course in Business English for teachers in 49 countries

What was the course? Actually, we decided to call it a 'workshop' rather than a 'course' to indicate the participatory nature of the design. It was organized by the English Language Programs Division of the United States Information Service (USIS) to support teacher trainers and teachers. The USIS provided access to the language of American business and support for commercial relations between the U.S. and other countries. The only requirement for participation was access to an email account three or four times a week. The workshop ran for four weeks. Although it originally had teacher trainers in mind, in reality, participants had a range of experience that brought a challenge to course design and a richness to the discussions.

How was it designed?

One of the guiding principles of the design was to meet the needs of a very diverse body. The goal was to take the participants through the traditional steps of course design–doing a needs analysis, prioritizing objectives, gathering materials, evaluating content and delivery but at the same time ask the participants to observe their own roles in this process. They would wear 'two hats'–the primary one as a participant and a secondary one as an observer/evaluator of the ESP teacher training course they were taking. As participants observed, they used the "reflection" assignments to build an understanding of course design issues. Examples of "reflection" exercises include:

- Reactions to details/lack of details of the course;
- Reactions to quotes about 'business';
- Comparing ways of getting information about students;
- Responses to quotes from a textbook e.g. about the lack of data on non-native speaker business interactions and whether they were in a position to gather such data;
- How they had given input to the course, and so on.

In ESP Business courses it is important to begin with content, so that the participants feel they are getting what they have paid for and/or what was advertised, and yet at the same time to incorporate a needs analysis so that content can be fine tuned.

For example, from the "introduction' assignment to this online course, the teachers would start to think about

- who was 'in the room'
- what their experience and expectations were,
- how close/different their personal goals were to the course goals, and
- whether they would personally benefit from the upcoming discussions

The needs analysis had been carefully prepared with information from the Regional English Language Officer and the previous online course delivered by USIS. However, the level of response and participation was much higher than we anticipated. Therefore, as is often the case with ESP, the course had to be adapted as we proceeded.

In fact, the possibility of adaptation was built into the design, with frequent checks on interest, participation, understanding ,and satisfaction. Participants were asked to describe their own students; quantify how much time they could spend on the course; respond to the style of the lectures (formal or informal); respond to the content; make suggestions and so on. I summarized these responses for the group, so that everyone had an idea of the range of needs. If everyone understands there is a range of interests and abilities in the class, then it is easier to accept individual needs may have to be met in different ways.

In an ESP course tailored to a specific group, the issue of 'conflicting needs' should not arise. But even if there is consensus on content, the way the content is delivered could be a bone of contention amongst the students in the class. The issue of 'learning styles' arose as a point of discussion in this online course. So, by actually experiencing my needs analysis and observing how I handled the group, the teachers taking the course were asked to draw conclusions about effective ways of doing needs analyses and so on. We followed this procedure for the other steps in course design.

How did it work?

This is how it was planned: Through email, participants subscribed to a closed USIS listserv and received email lectures three times a week. Some lectures required responses, some required only reading; ➡

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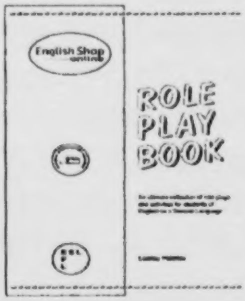

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◄◄ all requested participants to record their reflections, which they could use in discussions at later points.

Participants could read the responses of the other participants and raise questions. Participation was entirely voluntary--there were no tests, no grades, and no certificates. Participants received the course outline and then each session the lecture reviewed what had gone before, introduced new material and anticipated the next session. Participants' responses to discussion points were gathered and summarized in following lectures. Participants were asked to introduce themselves; to find someone to work with on a project and to post their joint work; and to complete an evaluation at the end.

In practice, with participants all over the world, we ran into time zone differences, which meant the people were receiving material at different times, and on different days. So, while some students were responding to question four, others were still dealing with questions two and three.

> "Although the original plan called for one lecture a week, it seemed like a good idea to make them shorter and more frequent and thus easier to read, absorb and react to by email"

What were the restrictions?

Time

As with any ESP course, the course designer has to take into account not only the goals of the sponsor and the needs of the participants, but also restrictions such as time, place and accessibility. Although the original plan called for one lecture a week, it seemed like a good idea to make them shorter and more frequent and thus easier to read, absorb and react to by email. But the different time zones, work and weekend schedules meant that some participants were receiving the emails days after others had already replied. The course was limited to four weeks and although we attempted (and were reasonably successful in) 'group work,' realistically this would only work with a longer time period between postings.

Support materials

The original plan called for textbook support but this was not possible to arrange within the time limit so short quotes and a bibliography were added to the lectures.

Access

In the real world of limited resources, some participants had difficulties gaining access and replying to the emails.

Other commitments

For many participants this was the end of the academic year and there were commitments to exams and graduation that limited their time for participation.

Workload

The lectures were designed to take maybe 2-3 hours of work per week. Although it was wonderful to have such interest and response (114 sent in the first assignment, 64 the second, 34 the third and fourth) the volume of response did make for a lot of reading and at times it was overwhelming. A couple of participants withdrew because they felt they could not handle the workload.

Who took the course?

People who worked in universities, companies, government departments, binational centers, and private language schools. Also, people who were interested in content areas (Tourism, Management, Legal English) and people who were interested in skills: for example, letter writing, memos, meetings, reports, and cases. There were people interested in teaching learners of Business English (BE), teaching BE teachers using distance learning and email in teaching. They ranged from teachers in training to educators with decades of experience including heads of Business Studies departments; course developers; heads of private schools and students on MA courses. They came from 49 countries all over the world.

Why were people taking the course?

With 212 participants we became aware of the variety of demands within the field. Everyone expressed a great interest in and need for the course, and at the same time personalized the objectives--some wanted content, skills, concepts, strategies, contacts; others the experience of online course; others course design.

What happened?

The first assignment had elements of the professional (what's your job/experience; highlights of BE experience; one item in the syllabus that interested you most/least; a burning question) and personal (your name-an ice breaker from business management courses) setting the tone for a lively exchange of essential information.

The project

The project was an attempt to achieve a secondary goal of the course, which was to sustain some of the professional contacts after the end of the course. At the beginning of Week 2, participants were asked to

- establish contact with at least one other list member
- cooperate in defining a specific group
- write an objective appropriate for that group
- agree on roles with the partner
- list steps/task to achieve the objective
- post the objective and the steps

Even with time difficulties, several groups made contact and attempted to finish the project, and three groups–the Pan-Asian EFL Team, "Our Group", and the Euro-African EFL team–posted their approaches to teaching Business English.

How did I give feedback?

Some individuals emailed me directly and I responded directly. To the assignments posted, I would summarize for the group and also refer to individuals' comments.

How did they give feedback?

During the course they were asked to give feedback on many aspects—such as content, pace, length, and style. At the end of the course, they were asked to fill out a three-part evaluation: an opinionnaire; a reactionnaire; and a paragraph communicating about the course with others.

This online workshop for Business English teachers highlighted the advantages of distance learning. It can reveal patterns of excellence that can transcend regional constraints. It can show how the field is developing. It can extend the boundaries of where the student might learn. Student can access resources not available in their own countries and have an opportunity to "rub elbows" with peers.

Maya Brennan is a teacher trainer at the University of California, Santa Barbara Extension. Note that the USIS is now subsumed into the State Department.

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Special Report

The Best of

Choosing to bring up bilingual children was a natural decision for **Julie Conde**

I never thought it would be easy; I just did not know how difficult it would be. Though we lived in the southern jungles of Colombia without benefits of running water and electricity—and without the last 20 years of bilingual research and discovery—I was a very determined parent.

My children would grow and develop with all the tools. From birth through their adult lives they would be able to use both English and Spanish—with equal expertise—for communication, for investigation, and even for fun.

And they weren't even born yet!

But as soon as we were parents, we knew that we had to be involved.

My husband Anastacio and I were a missionary family. Living, working, and teaching amongst Colombian farmers on the Caquetá River, we had the benefit of highly experienced and very caring teachers both in pre-school and primary levels. Misión de Cristo children attended schools staffed by both English- and Spanish-speaking missionary teachers; classes were assigned according to each child's principal home language. Most children spoke both languages to one degree or another, but we were determined. Our children would have full command of both tools.

Now, 25 years later, our daughter María has recently returned from a ministry trip to the northern coast of Colombia, where she interpreted for her husband David as he spoke to Spanish-speaking listeners. Both she and her older sister, Ana, interpreted continuously in both languages even as they were growing up. They were well able to think, dream, laugh, and love in "whichever one I want".

The road traveled by us as parents as we led our children toward equal mastery of both sets of language tools was full of unexpected bumps and curves, but eventually brought us to our desired goal.

"Parents don't need to be scared that their kids are going to become confused," admonishes María, "It's just not going to happen. They need to make the effort, they need to be a support. Parents are not doing it for their own benefit, they're doing it for the child's benefit, because it pays off in the end," she continues. "What matters is how invested parents are in their children."

She and David plan to start raising their family within the next few years, and both are determined to raise them bilingually. "I really want my children to be capable in both English and Spanish," explains David, and that means I'm going to have to learn Spanish. Since it is available and we can give it, I just can't see not providing our children that tool. It will put them in a much better life situation."

Both David and María understand—at least the concept—of continual and consistant parental involvement in their children's education, if a full spectrum of language tools is to be available to their children. After having worked diligently to provide our first daughter with experiences and opportunities in both languages during her first five years, the time arrived for our first major choice. She was to begin a year of pre-school training in either Spanish or English. It was our call.

Her father spoke 90 per cent Spanish in the home. I was a bilingual interpreter and spoke both. At home, my first and most natural choice as response language was English, which I used more often than Spanish. Outside our home, Spanish was generally the language of choice, since all who spoke English spoke some Spanish, but not all who spoke Spanish spoke English. We were, after all, living in a Spanish-speaking country.

So, I chose to start her in English-speaking pre-school. Thereafter we continued her schooling in classes using English for academic instruction.

However, by the time Ana was to start first grade, I noticed a significant leaning toward English in all her responses. When I spoke to her in Spanish, she answered me in English. She even preferred answering her father in what was fast becoming her language of first choice. This was not working, as he spoke very little English. Though she lived in a predominately Spanish-speaking atmosphere, including now her home—I had changed language of preference to increase her Spanish—she was thinking in English.

My determination was being tested. Meanwhile, it was time to place María, her one-year-younger sister, in pre-school. Yes, this decision was not difficult. She went into Spanish pre-school. My first language was English, María needed a balance. So, I had to remember to speak more English to her at home, since within her school atmosphere and general surroundings, Spanish was her tool. Therefore, I had two daughters only 17 months apart, raised in the

Both Worlds

The Conde family (main, from left) Ana, Asastacio, Julie and Maria. Two generations of interpreters (inset), Julie and daughter Maria (Conde) Simon

same environment, with the same parents and friends. One leaned more toward English, the other toward Spanish.
I was still determined.

At home, Anastacio was working on English, and we tried to remember to speak English to María. If Ana spoke to us in English, we attempted to turn the conversation into Spanish. Did we have confused children?

"Absolutely not," declares outspoken María, currently finishing her training as a registered nurse. "A lot of people say you shouldn't teach your children both languages at once, that they will get confused. "That is a bunch of garbage. To think that a kid will get confused over learning two languages...No, no! You don't get confused. You might cross over some words now and then, but you don't get confused. It's not like an identity crisis.

"I can't remember which language I thought in when I was a kid, but I invariably thought it was neat that when people showed up who needed English, I could talk to them. I could also talk in Spanish, so that was cool.

"But to me English has always been weird," she laughed. "Especially its spelling. I used to spell "fun" as "phun". Letters have so many sounds, it's not straight forward. Sometimes I misspell, but that's not to say that I'm confused."

She asked on her last trip to Colombia if, in her Spanish language, Colombians heard a foreign accent, and was repeatedly told "absolutamente no." In her English, neither her husband nor I notice any accent at all. However, there are times during conversations which turn to past experiences that someone present will mention having noticed an "accent", though they never guess it to be Spanish. María thinks in Spanish "whenever she feels like it," and can go back and forth. Spanish seems to be the "tool of choice" when she is excited, or when having recently heard Spanish in her surroundings. English has always been harder for her than Spanish, whereas Ana mentioned during high school that she found Spanish harder to "get into" than English.

During our flight home to the United States after experiencing an unexpected and quick exit from Colombia, 13-year-old Ana was delighted as she heard English around her and realized she was on her way to the United States.

Twelve-year-old María placed her head on my lap and sobbed, thinking of leaving her friends and her language behind. At that moment, neither Ana nor I could comfort her. And she determinedly spoke Spanish to anyone who would listen. A dozen years later, one of her favorite, most inspiring pieces of music continues to be the Star Spangled Banner, and she can still sing several stanzas of the long, multi-verse Himno Nacional de Colombia. Due to an interruption in formal schooling caused by civil unrest in the country, both girls arrived in the United States having not been "in school" for the major part of two years. During that time, I turned into a book scavenger, feeding both of my "avid-reader girls" as many books as I could find in both languages.

Ready to enroll them in school, I was extremely nervous as we prepared to test them, to thereby gather information as to their current achievement levels in all academic subjects, as well as their proficiency in English.

I was a nervous mother; Anastacio was a concerned father.

Our worry was for naught. Both girls tested two years beyond their age level in all subjects. As Ana studied to finish her nursing course, she stayed available to provide language help to the Sheriff's department, and to any in her hospital environment who used Spanish to communicate.

As María prepares to graduate this spring as a registered nurse, she frequently finds herself privileged to assist others with various levels of communication. She no longer says "chicken" for "kitchen", or "cocholate" for "chocolate", and maintains that she is not, and has never been, confused—even though in English both she and Ana used to call their little toes, "little fingers."

"I want to make one suggestion to parents and educators," María adds. "If you're going to make the effort to get your children bilingual, be sure they are taught the grammatical structure of both languages. Don't get focused on teaching them the language they are learning, and forget about nurturing the language they have learned—the first language, the language everybody around them speaks.

"If you worry about your children being confused as they learn two languages at once, you'd better teach your own kids," she laughs.

Julie Conde, a simultaneous interpreter living in Dallas, is currently writing a Spanish course for Accelerated Christian Education (School of Tomorrow) in Lewisville, Texas.

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Education On Probation

Programs designed to help parolees continue their literacy studies outside the prison environment are proving to be popular, says **Gordon Rich**

Teachers behind bars are well known for being flexible. Whenever jail or prison authorities have recognized a need for educational opportunities (in a Distance Learning situation, behind the bars of individual cells, out of the trunk of a car or in a converted interview room) correctional educators must come through to meet those needs.

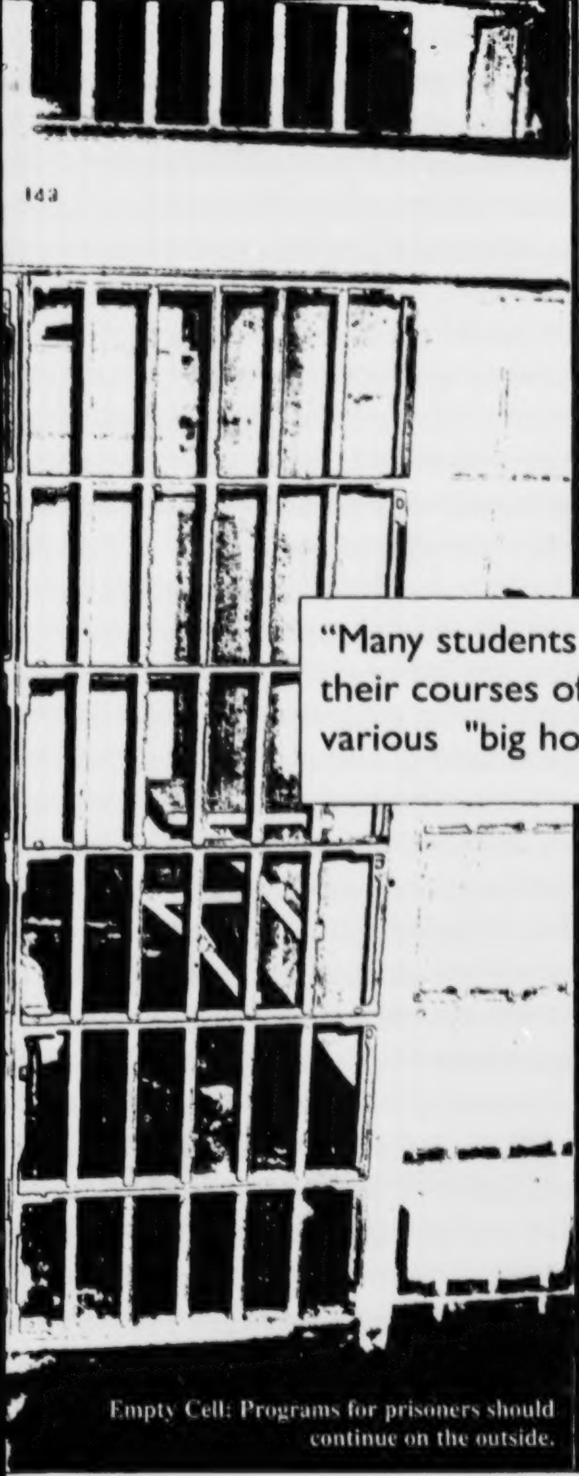
Correctional educators need to be versatile. Sometimes programs have to completely reinvent themselves at a moment's notice when an entire classroom is moved to a new, more secure location. Conditions can quickly change to accommodate a different gender as the prison population itself shifts. Unfortunately, Correctional Education is often regarded as the "unwanted step-child" of a local school district's Adult Ed. program. Those who have chosen to teach in this field are quick to accept a helping hand whenever one is offered.

In Los Angeles County, educational alliances have come in many different (and sometimes unusual) forms. The custody division of the L.A. County Sheriff's department, which supports the largest jail education program in the U.S. has been forced to make some unusual alliances for the sake of it's own fiscal benefit. Sometimes the two major concerns of education and custody overlap: after all, it costs money to operate schools and jails. But putting them together can double the headache for correctional administrators.

For example, federal inmates are currently being housed in county facilities under special contracts to relieve overcrowding. This situation has created real problems for the County Custody and the Correctional Education Divisions. Both divisions must now follow a whole new set of security procedures mandated by the Federal Bureau of Prisons. The county-based Correctional Education Division must also take on board federal provisions for the education of prisoners.

As a result of this situation, the California Department of Corrections' Office of Parole and Probation has made a huge effort to improve what is viewed as follow-up education. Usually, an inmate in the L.A. County jails will be available to education programs for less than a year. The maximum sentence for a county crime is 18 months and with good time/work time reductions, or with plea bargaining, one or two months in a county facility are common. Consequently, many students complete their sentences before they finish their courses of study. Some students are transferred to various "big houses" in state or even federal prisons. There, those who do not speak English well are being persuaded or forced to attend school.

But what of those who are released to parole or probation? With the cooperation of parole agents and probation officers, many of these same inmates are now being encouraged to attend programs at several locations throughout L.A. County. Doug Retig, Coordinator of California Department of Corrections programs for the Correctional Education Division, spoke about the complexities of working for all these different layers of government. "There are so many things which we are never quite sure of, " said Doug. "Last week, I referred to our students as "prisoners" and the head of one of the facilities corrected me and said that they were inmates. The week before, I was told that everyone in our programs should be referred to as a prisoner, even though they are mostly free



Empty Cell: Programs for prisoners should continue on the outside.

to go home at night. The bottom line is that I'm not sure what to call our students! Retig went on to say: "We currently have classrooms at seven locations from San Diego to the San Fernando Valley. At each location we have literacy programs as well as substance abuse education taught as the STAR programs."

"At the community based facilities, our clients are referred to us by their parole officers. Most of these people are in work furlough situations. They come to school, then they go on with their everyday lives on the outside. Whatever the physical structure of the facility, all of our teachers must be versed in a learning lab setting and many levels of instruction. ESL is just one of them," Retig said.

"Many students complete their sentences before they finish their courses of study. Some students are transferred to various "big houses" in state or even federal prisons"

Students are assessed using the CASAS system and are then enrolled in Computer Assisted Instruction using the INVEST system. This is the high-tech, multilevel teaching and student management system that the California Department of Corrections has mandated. Tier 1 provides Literacy-Based Instruction, Tier 2 focuses on Adult Basic Education, and Tier 3 furnishes General Education Development (GED) Exam Preparation.

Retig said: "It includes an ESL program entitled English Express, which has an audio portion. This is our only ESL teaching tool, other than a little one-on-one from the teacher. Our goal with an ESL student is to see them become literate in English. Our ultimate goal, for every student is to make these people employable. The belief is that people go to jail because they have a deficiency in some area and consequently they think they have no alternative but to commit crimes. We offer a complete program of Job Search, employability skills, resume writing, and job development, but the bottom line is that they need to be literate in English and they should have a diploma or GED if they are going to make it in our society."

Whenever necessary, students are referred to local adult schools in their neighborhood or geographic areas. Some are referred to community colleges. At the Weingart Center, in downtown Los Angeles, there is a literacy program that provides personal computers for GED (which ranks as one of the most-used, state-sponsored computer labs in California) and students are allowed to live at the facility for up to one year.

"Here, " says Lynn Kaiser, an academic teacher at the Weingart Center, "the beauty of the site is that it is residential and we can offer a whole array of services. In addition to education, we have sessions in recovery, life skills and job development in an all-inclusive approach. Our goal is to help people who haven't, perhaps, had the same advantages as most, having to deal with extreme poverty and dysfunctional families. We can offer help in all areas and make a difference, more so than those programs that are at the parole offices, because we're not as rigidly structured."

Recently, Kasier was appointed to a committee at the Weingart Center to explore ways to reach out to the community. "There was one guy who was a resident who ended up singing the national anthem at Dodger Stadium," said Kaiser. "Another young woman, who was in our education program, decided to make some changes in her life. She committed herself to becoming more self aware. I decided to follow her after she left our program, since she had good skills and could do well in the learning lab. She recently became a drug and alcohol counselor and she is set on sharing her experiences and helping other people down the line. Periodically, she still comes in to the class to earn additional points in her own probation program. I believe she will succeed and I further believe she will go very, very far."

Gordon Rich is an education freelance writer, a regular contributor to ALR, and the Academic Curriculum Coordinator for the Hacienda La Puente U.S.D., CED.

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Part-Time teachers are getting a raw deal, writes **Jack Longmate**

ESL teaching is dominated by part-time or adjunct instruction. In Washington state, for example, 79 percent of all community college ESL courses are taught by poorly paid part-timers. But part-time instruction is hardly limited to the teaching of ESL. Adjuncts make up over 60 percent of the faculty in two-year colleges and over 40 percent across all institutions of higher education.

Part-time teachers have been described as the "slave laborers of the 1990's." Such a characterization might seem extreme, because adjunct faculty are not coerced into signing their contracts but willingly accept them. But part-timers are closer to indentured servants than one might suppose.

Despite variations from state to state and institution to institution, four conditions distinguish adjunct faculty employment:

(1) Non pro-rata pay: Adjunct faculty are typically paid a mere one-third the amount of full-time faculty for an equivalent teaching assignment.

(2) Restricted maximum hours: Adjunct teaching assignments are commonly restricted to some percentage less than full-time (e.g., no more than 75 percent.) This limitation in itself predicts financial hardship, but abysmally so when combined with the non-pro-rata pay. At my institution, the maximum income of an adjunct is $13,500 gross per year, which is more than $3,000 less than HUD's limit of an individual of "very low income." The low wages create a "Catch-22" situation: Because the pay is insufficient to make a living, adjuncts must necessarily have other sources of income, such as multiple jobs and have come to be called "Road Scholars" because of their scrambling between jobs. Yet they have other sources of income, so there is little urgency felt to increase adjunct wages. This logic is circular, not unlike that of the anti-abolitionists who argued that since slaves were not prepared for life in a free economy, they should remain captive.

(3) Infrequent transition from adjunct to full-time status: Whereas in most industries part-time employment may be a stepping stone to full-time, such mobility is rare among adjuncts. The infrequent turnover of full-time tenured faculty within higher education contributes to this, but more significant is the disproportional expansion in the use of adjuncts over the last 30 years. In Washington's two-year colleges there are 3,276 full-time and 9,312 adjuncts, so even if every full-timer were to resign, only a fraction of the adjuncts could be hired as replacements. This numerical bottleneck alone means that the adjuncts' prospect of becoming full-time are bleak. What it means is that the options afforded part-time faculty consist of continuing to teach with substandard pay or not teaching at all. Adjuncts may not be legally compelled to teach, but such restricted options recall the indentured servant. Unfortunately, conditions are unlikely to change as long as the hiring of adjuncts is financially attractive to the cost-conscious institution. Of course, converting all adjunct appointments to full-time is not desirable since part-time appointments can be beneficial to both individual instructors and educational institutions.

(4) Built-in reluctance among adjuncts to complain about working conditions: Adjuncts are hired on a term-by-term basis and their contracts can be non-renewed at any time without due cause. Job insecurity arising from the perpetual probationary nature of adjunct instruction may cause compromises in professional standards to avoid "problems" that could endanger rehire. Greater leniency in grading (so as to appease underachieving but disgruntled students) could be one manifestation.

The inherent insecurity of adjunct faculty, not unlike that faced by illegal alien workers, certainly discourages speaking out about employment conditions and encourages anonymity in public forums. At one TESOL convention, I met an adjunct who told me that he had hastily exited a session on part-time advocacy when he recognized someone from his home institution in the audience. He was fearful of being seen as a malcontent. In a public hearing before the Washington State Board for Community and Technical Colleges, one nameless adjunct described his remarkable experience of teaching at 200 percent of a full-time load. When asked at which institutions he taught, he politely explained that he'd prefer not to say. In an article on part-time faculty in the *TESOL* ➡

◄◄ *Journal* (Autumn 1997, p. 54), several contributors signed themselves as "Name Withheld by Request". In *Teaching English in the Two-Year College*, the editor explained that an adjunct author "requested that we use her pen name because of the sensitivity of the subject ... and because she wants to return to community college teaching" (February 1992, p. 12).

When part-time instructors do not feel at liberty to speak out except on condition of anonymity, they are compromised. This does not bode well for reform, as the political process is set up to handle constituents who clearly express their needs. The resulting lack of outcry about the conditions of part-time instructions, when coupled with the fact that some adjuncts are content with their teaching opportunity, give rise to the disingenuous conclusion that there is no real adjunct problem. But it would be a mark of supreme ignorance to accept that conclusion in light of the radically substandard wages and working conditions that adjuncts face.

Plantation economies were said to be incapable of operating without indentured servants. Higher education takes a similar stance regarding its cost-saving adjuncts. But unlike plantation slavery, the exploitation of adjunct faculty can be ended with much less trouble through legislative mandate accompanied by funding. The solution is pro-rata wages and benefits, which would remove the cost incentive to hire part-time faculty. Not only would this end much of the economic hardship faced by adjuncts, it would mean their employment would be governed by genuine educational factors. Part-time instructors would be teaching part-time voluntarily, not involuntarily.

If reform is to happen, it will not be the result of spontaneously legislation and budget adjustments. It will be the result of a forceful case made on behalf of part-time faculty. If individuals part-timers cannot make the case, then their unions or their professional associations, like TESOL and its Caucus on Part-Time Employment Concerns, must be called upon to state their case for them.

Jack Longmate is an adjunct English instructor at Olympic College, Bremerton, Washington. He is on the Steering Committee of TESOL's Caucus on Part Time Employment Concerns and is on WAESOL's sociopolitical concerns committee, SPICY. For a discussion of one institution's move to employing full time teaching staff see Christy M. Newman's article "Bucking the Trend" in the Jan/Feb 2000 issue of ALR, pp. 47-8

Barbara at home with her two daughters.

Success Is Doing What You Love

Many teachers dream of using their talents outside the classroom. **Barbara Stipek** explains how she found self-fulfillment and financial security as an ESL entrepreneur

Like many of you reading this publication, I began my career in ESL as a teacher. A love of languages led to exciting opportunities to teach both in the U.S and overseas. But an underlying desire to go beyond the classroom and explore my potential in other areas shaped the path I chose.

In the late 1980s, when I was finishing my Bachelor's degree in French at the University of Oregon, the Business Administration and Computer Science departments were growing at break-neck speed. Corporations were pouring money into new buildings with white boards and comfortable theatre-style padded seats in the classrooms. The Romance Languages department, on the other hand, was housed in the bottom of a drafty old building where professors were, believe it or not, still printing handouts on a mimeograph machine with purple ink. The disparity was hard to miss. Many of my more future-minded friends would ask me what in the world I was going to do with a degree in French. My response was: "What in the world would I do without it?" I loved what I was doing and could not imagine my life without it.

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◄ because you may miss out on extraordinary possibilities that are only as far away as your imagination. The guiding principle of my career path—not to mention my life—has been "Do what you love." While working on my Master's Degree in Texas, I taught at the Intensive English program on campus. The program was small—and dwindling. The director was on the way out and the teachers were, in spirit at least, nearly spent. I had no good reason to believe that I could take over this program and turn it around (I had no management experience and was still finishing school) but I did believe it. So I asked for the opportunity to prove myself…and I got it. Things went from bad to worse to wonderful. I started observing teachers—so they all quit. The secretary stopped showing up one day. So I hired a new staff, and my husband took over all of the marketing. The enrollment doubled in eight weeks, and then doubled again. The quality of the academic program increased dramatically. The University was happy to be getting some revenue. We were on our way.

When I finished my M.Ed., we left to open an office in Portland, Oregon with the owner of two other programs (whom we eventually bought out.) We now had a group of three schools that were operating, for the most part, independently of one another. Our challenge was to turn them into a cohesive system of schools. Our goal was to standardize certain universal functions while still maintaining the unique features of each site.

This was a time of great personal and professional development for me. I honed my skills in administration and management, and I found I had an insatiable appetite for learning what made a program good. I spent a lot of time talking to other ESL administrators and studying criteria used by external agencies to judge strong programs. I started finding many commonalties among programs that I felt to be academically sound, such as:

- Participation of site directors and teachers in writing curricula and course descriptions that are shared throughout the school system;
- Centralization of financial, marketing, and business affairs so that site personnel can focus on academic matters;
- Establishment of clear forms of communication so that information can be shared between all of the sites and administrative offices;
- Participation in the greater ESL community through conference attendance, presentations, and board memberships.

After spending a great deal of time focusing on our infrastructure and the academic quality of our programs, we felt that we had developed a strong platform from which to expand.

In 1994, we went from three to six programs—and had a baby. This was a period of great fulfillment—both personally and professionally. Overseas representatives were taking us very seriously, our enrollments were high, and we were able to build a large, talented staff. At this point, we came to a crossroads: Should we continue at our current level (which was very comfortable)? Or should we expand again? We chose the latter.

This is when I started recognizing my own entrepreneurial tendencies. While I thoroughly enjoyed the technical and managerial phases of my career—and would certainly feel comfortable in any teaching or administrative position—there was something particularly exhilarating about testing your limits and feeling that full wing span.

Barbara Stipek

I believe that there are certain qualities that indicate an "entrepreneurial bent", including:

- than average risk tolerance;
- greater ability to recognize talent around you and to empower it;
- Being able to listen to others and learn new things;
- Strong desire to see your vision become a reality;
- High level of comfort with change.

In 1997, we acquired the four International Students of English programs that were formerly operated by World Learning, Inc. If we thought that we'd reached a new level in 1994, it was nothing compared to this. We realized that by acquiring a competitor, rather than simply continuing to open new sites, we had done something that was unusual for a growing educational company: We started being noticed. Everyone from large competitors to venture capitalists wanted to talk to us.

It took awhile for the concept of selling part or all of the company to sink in; it had become a way of life, and it was hard to imagine this changing. But I had a very compelling reason to want to step back a bit. We now had two young daughters, and we knew that, realistically, we would have to focus all of our energy to keep things growing and dynamic. I felt very strongly that I should not try to keep up this kind of momentum at the expense of our children. We started thinking that taking on a partner or merging with a larger organization might make a lot of sense at our current size and complexity.

After a great deal of soul-searching, we decided to go with a large, public company because we felt it would offer our employees almost unlimited opportunity for career development and advancement. We also felt that the company understood and valued the growth that we had achieved without ever having compromised the quality of our programs.

Now I am in a new phase of my life, which is filled with tremendous freedom and unlimited opportunity. I am thoroughly enjoying my young family—and whenever I feel the need for intellectual stimulation I take advantage of opportunities to write, teach, or speak at conferences. And my belief in "doing what you love" is stronger than ever.

Clearly the ESL field is filled with opportunities for teachers who wish to pursue administrative careers or entrepreneurial ventures. If you are interested in hearing more about career development, a panel of ESL professionals (including myself) will be speaking on Career Paths at TESOL 2000.

Barbara Stipek is the former owner of IEI, a group of ten intensive English programs located on university campuses across the United States. In 1998, she sold the company to Sylvan Learning Systems, Inc.

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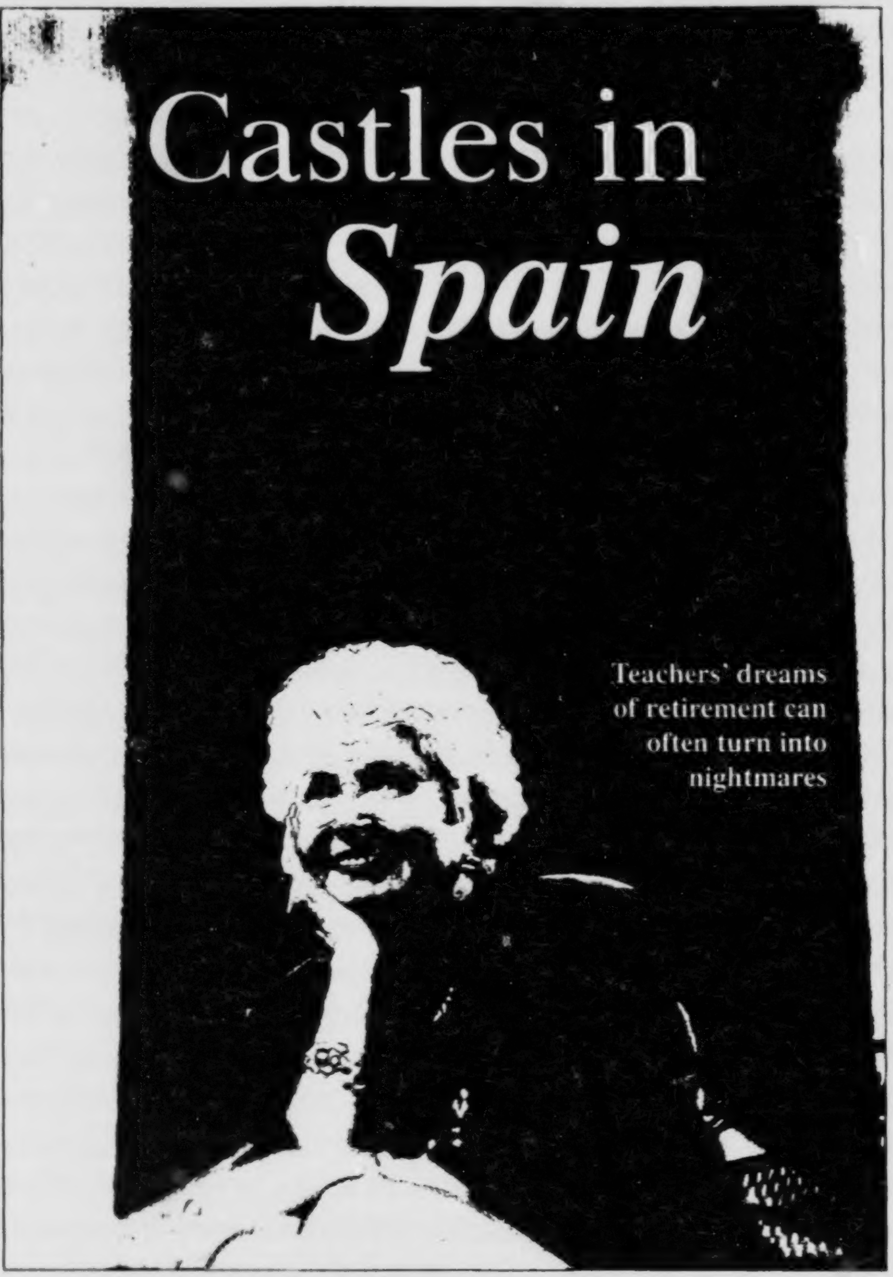

Castles in *Spain*

Teachers' dreams of retirement can often turn into nightmares

Can expat ESL teachers expect any crumbs of comfort in their retirement? **David Kornegay** does the math

I'm the kind of person that loves to read the economic section of the newspaper and dream about how to invest the millions I don't have. So about every other day, as I dream and read, I see an article on the importance of planning for retirement. After I've read these articles from top to bottom, I invariably realize that they're written with someone else in mind--someone with lots of money left over each year after looking after basic expenses, and someone who isn't country-hopping.

In other words, they aren't written for expatriate English teachers. After all, teaching English in Spain is something you're supposed to outgrow in a year or two, at which time you come home, affix a bronze plaque to the stick you used to hike across the Pyrenees and hang it on the wall, and get a "real" job selling widgets. Social Security payments are bound to one country, and most private pension plans such as the American 401k and IRA (independent retirement account) aren't very helpful for nonresidents either. A 401k is an employer-based pension plan, and few American TEFL teachers overseas are employed by American companies. As soon as your tax home becomes someplace other than the U.S., the IRA is no longer a good investment because you don't pay any tax in the U.S. and can take no deductions for the money invested. If no tax deductions are available, there are investments with higher yields than IRAs. A pension scheme for TEFLers would need to be international and movable; the retirement options that most people depend on are neither.

Here in Spain, Social Security provides a pension if the worker has paid into the system for at least 15 years and retires in Spain. There is a bilateral agreement with the United States whereby a taxpayer who has moved around and doesn't have enough credits in the country where he retires receives credits from the other country to make it up to a minimum pension (but only to a minimum). The Spanish government is promoting private pension plans, but these aren't appropriate for an expatriate who, however well-installed in Spain, may one day find himself back in his country of birth. Just as with an American IRA, a private pension plan in Spain is only worthwhile if one is a resident in the country because much of its profitability is based on the fact that contributions can be deducted from income tax.

I'm certainly not an investment professional, but aside from whatever the Social Security administrations want to give us, the only route I see for TEFLers is to open an old-fashioned savings account or put money into investment funds, stocks, or real estate. On the $9000 a year salaries that private language school teachers in Spain earn in a good year, that is next to impossible, and on the $20-30,000 a year salaries that state-sector teachers or people with a good language school of their own earn, it's hard.

David Kornegay has lived in Seville, Spain since 1974, where he runs a language school. He can be contacted at davidkornegay@yahoo.com

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Sorting Myths from Legends

Myths and Realties: Best Practices for
Language Minority Students
Katherine Davies Samway and Denise McKeon
Heinemann, Portsmouth, New Hampshire, 1999,
127pp. $13.00

THE MYTHS surrounding ESL instruction are so pervasive and resilient they tend to confuse even the most conscientious ESL teachers. It is axiomatic that all societies, both ancient and modern, have had myths.

Yet, the greatest myth that permeates the field of ESL instruction may be the myth that we have no myths. This excellent book has arrived on the scene to shatter and dispel the notions about our most sacred of cows.

Using careful logic and solid documentation, the authors tackle a plethora of thorny issues concerning ESL students. The book is divided into nine chapters: each is devoted to demolishing a particularly persistent set of myths in the ESL field. Examples include demographics, enrollment, and assessment.

The authors pull no punches when dealing with the myth that children are more receptive language learners than their adult peers (see Thomas Scovel's discussion of this issue on p. 16 of the Sept/Oct 1999 issue of ALR – Ed.). Children may have a greater facility with pronunciation but, say the authors, there is a mismatch between their conceptual and linguistic competence.

Young ESL learners often find themselves "lost in a world of meaningless words."

The chapter entitled "Placement Myths" provides extensive coverage of both Supreme and Federal Court decisions that have impacted on the education of Limited English Proficient (LEP) students. Space is also devoted to the "Lau Guidelines" that developed out of the 1974 landmark decision in Lau v. Nichols. The authors also discuss the Baker and de Kanter report (1981) as well as the Ramirez Report (1991).

In a chapter entitled "Programming Myths," the authors are careful to stress that no single model program can fit the needs of all ESL students. The myth that LEP students are precluded from participating in Title I services is examined and laid to rest. Finally, in a look at the 1992 study by Moll, the authors point out that instructors are not the sole "owners" of knowledge and that families are more than peripheral to the language learning process.

This compact book is a necessity for any ESL instructor who is bombarded with the many myths that exist regarding language learning in contemporary society. Only informed teachers can progress to become truly effective in helping their students. Although the glossary could have been more extensive, the book provides contact information for many national organizations of use to the ESL instructor.

Craig Scott Cairns is a bilingual/ESL teacher and a graduate student at California State Polytechnic University, Pomona, California.

Third Edition Picks Up The Slack

Understanding and Using English Grammar:
Third Edition
Betty Schrampfer Azar. Prentice Hall Regents, Saddle River, New Jersey. 1999
Student Text (Full) $24.95; Student Text (Vol. A) $13.50;
Student Text (Vol. B) $13.50

THIS LATEST EDITION of Azar's book is a new and improved version of the very popular second edition. This developmental skills text for intermediate to advanced students of ESL/EFL offers a substantial amount of communicative and interactive learning activities—items that the second edition lacked.

The new edition contains longer, more descriptive definitions, examples, and reasons for usage in the many charts that illustrate grammatical functions. It also utilizes humorous and lively illustrations throughout the text for specific writing exercises and group discussions or to liven up a grammar exercise. I found these illustrations effective and they offer students a respite from the grammar exercise doldrums. To make the text more helpful to the instructor, the chapters are shorter, dealing with each grammar element separately and even dividing some into two parts (e.g. the chapters on modals and gerunds and infinitives.)

What I find most useful in this text is the interactive discussions and writing assignments that give students an opportunity to be more expressive and creative. It is imperative in an ESL/EFL class to have pair or small group activities to elicit lively discussions and to encourage a thought process that entails the use of English grammar. The book even begins with introductions and interviews for the first class session in which one student interviews another, asking some general questions about his/her background. This type of communicative exercise is prevalent throughout the book. As a lecturer at the college level, I understand the importance of group activities that entail writing, content revision, conversation, and usage of a given grammar problem. I value these types of communicative exercises, especially in English grammar, because most students, I think, find these exercises to be quite repetitive and boring.

The rest of the book is organized in similar fashion to the older editions, and is full of exercises. These are varied, including a greater number of free-response exer

Guide is Right Selection

Practical Resources for Adult ESL
Anna Silliman and Abigail Tom
Alta Book Center Publishers:
(Forthcoming)

THIS BOOK, written by two very experienced ESL practitioners, is precisely what the subtitle states: "a selection guide to materials for ESL and ESL/ESOL literacy." The guide lists a selection of useful and possibly indispensable titles for teachers, program writers, administrators in the ESL field. Every aspect of the field, from methods to writing and reading, has been covered with a brief introduction to each section and a comprehensive book list relevant to each specific area. The books are listed with a full description of their contents, the book's utility and a comment from either one of the authors. Each book has been chosen carefully and with a clear understanding of the concerns and needs in the ESL/ESOL field. Evidence of the authors' experience is present in every chapter making the information given reliable.

One of the main concerns for most teachers is where the resources relevant for their classes can be found. I have often found myself in the situation of having a class with specific needs but not knowing where to find the most appropriate resource to deal with those needs. I have then had to comb libraries, bookstores and catalogues in order to find that resource, which I was convinced, must have been available somewhere. The resource problem is compounded further when time is limited. In addition, coordinators, teachers and administrators have to contend with other particular problems in ESL, for example open enrollment, a dearth of staff development and multilevel groups, as stated by the authors. With all of these issues combined teachers need help lines, direction and keys to established resources.

In writing this book, the authors have succinctly detailed a guide for teachers which is accessible, precise and down to earth. Teachers merely need to refer to the appropriate section in the book and scan the reviews in order to find the most appropriate material for the class. Additionally, the teacher can read the introduction to the unit and be guided with helpful pointers, for example in the writing section; "we all (teachers and students) need to overcome our belief that writing must be perfect." Such advice is very welcome in a profession, which can feel very isolated at times. Being set adrift with a group of students on board without a particular destination in mind can feel disconcerting. This book prevents the confused wonderment and provides an expansive source of information vital for an efficient journey in teaching and learning.

Lesley Painter, Teacher Training Coordinator, Embassy CES, New York is author of "The Role Play Book".

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cises, writing topics, expanded error analysis, and additional extended—context exercises. The book is comprised of twenty chapters: that's ten more than the previous edition! This makes it possible for the instructor to place more focus on specific aspects of grammar.

Another improvement over the previous edition is the user-friendly demeanor of the text. The book uses a non-threatening blue in its headings and to place emphasis on certain grammatical structures and words. It is also easier on the eyes and less threatening than the ominous black print that took up all of the previous text, making it look even more repetitious than it actually was.

Just one criticism: The controlled grammar exercises are not thematically based as some of the free-response and open-ended communicative exercises are, and the sentences are rather bland. Although most exercises have a small group of sentences that are related, they may cause cognitive overload.

Overall, the book succeeds in making grammar lucid and creative. This is a big plus considering how many publishers miss the boat when it comes to an English grammar book that's not only usable but enjoyable.

Johnnie Lee, ESL Lecturer, California State Polytechnic University Pomona.

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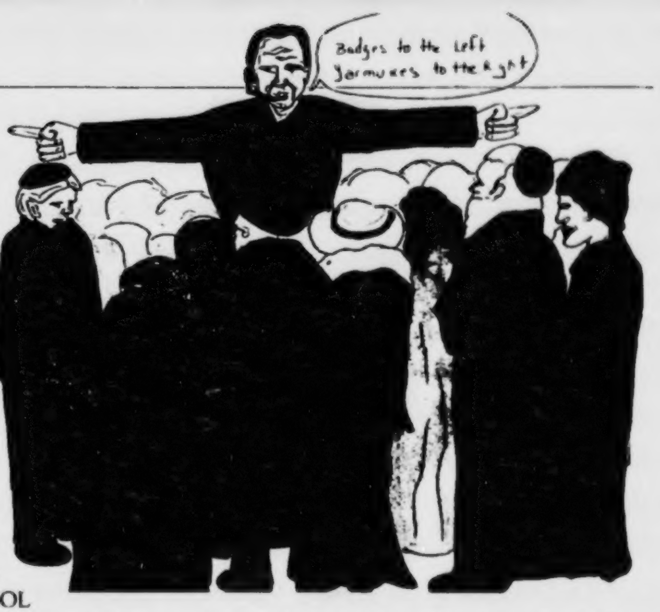
Confessions of An Unrepentant Exhibitionist

Andy Martin gets a publisher's perspective on the TESOL convention



The TESOL convention, the highlight of the professional, social and business year for so many of us in the ESL/EFL teaching field, has arrived at the new millennium. It's an incredible opportunity for us to see the most important people from the U.S., Canada, and now, the entire world, and have them learn about our current and new products. In fact, if a book misses a TESOL publication date, you can pretty much forget sales for the rest of the year. It's that important!

For over 20 years Aaron Berman was the key liaison between the publishers and the TESOL organization. In his first year as liaison (1970), there were 13 booths and less than 2,000 people attended the convention. Nevertheless, it was a rousing success and Aaron saw it as a good opportunity to build relations and learn more about the professional aspects of the organization. His three-year temporary contract morphed into a 20 year gig.

In this process, Aaron got to know and form close friendships with many folks in ESL publishing. He and TESOL recognized that it was important to get feedback from publishers regarding each convention so that there could be continual improvements at successive conventions. Aaron held this position until 1989 when he decided to become a full time publisher himself, with Alta Book Center. I asked Aaron what was the funniest thing that ever happened to him at a TESOL and he immediately replied, "a badge or a yarmulke." He explained that the 1987 convention was held at the Fountainbleu Hotel in Miami Beach. As most of us know, TESOL frequently coincides with Easter or Passover, or both. That year, it was the latter, and the hotel was swamped with religious Jews down for the Holiday. Convention Security was instructed to not let anyone without a convention badge in a certain part of the lobby connected to the exhibit area. Unfortunately, they had forgotten that the ballroom (which had been converted into a temporary temple) was in the same area and the security guards were stopping Jewish patrons from entering that part of the lobby. After a hurried consultation, the guards were instructed to only allow people with a badge or a yarmulke to pass through the lobby.

My own funny story also involves Aaron and the 1987 convention. I was a brand new marketing manager at Prentice Hall and we had just acquired Regents Publishing Co. The name of the new company was "Prentice Hall Regents". We had ordered a 10-booth long exhibit, which was later dubbed the "Miracle Mile", by none other than Aaron Berman. On the day of set-up, we arrived in the exhibit hall where our booth ran along the back wall. I had ordered a very large, long sign to go at the top of the booth so it could be seen at the entrance. When we walked into the exhibit hall, we saw a huge sign proclaiming "*PRENTICE HALL REGIONS*"! Well, I plotzed! I thought I'd be canned for sure. No one back at the company had checked the spelling with us. Unbelievably, Aaron came to our rescue and actually found someone who could not only make a sign in 24 hours, but got the color and design right as well.

I spoke with some of my colleagues in the world of ESL publishing to get their thoughts on the TESOL conference. "It has always been our most important conference of the year!" said Vicki Denkus, of Pearson Education, and current chair of the American Association of Publishers' (AAP) ESL Committee. Carine Mitchell, of Cambridge University Press, said, "The AAP organized two important sessions at TESOL. One, "How to Become an Author", has been very well attended for over 20 years. Meetings are getting larger and larger and more electronic product is being launched," Carine added.

Andy Martin is the Publishing News Editor, ALR

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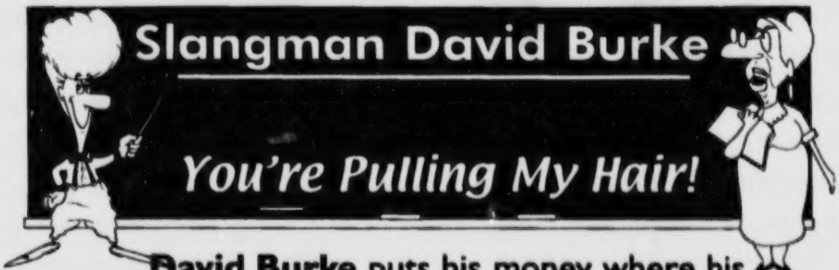


Slangman David Burke

You're Pulling My Hair!

David Burke puts his money where his mouth is when it comes to slang and idioms

There's no doubt about it. As slang and idioms are a primary part of any language and are used by virtually everyone, they need to be learned by nonnative speakers if they are ever to be truly fluent. A student of Spanish would certainly understand the literal translation of the headline (right), "You're pulling my hair!" (¡Me estás tomando el pelo!) but may not be familiar with its idiomatic meaning. This expression is simply an extremely popular equivalent of the English idiom "You're pulling my leg!" In fact, this idiom has equivalents in other European languages that are sure to perplex any student. For example:

France: *Tu te paies ma tête!* (literally: You're treating yourself to my head!)

German: *Du willst mich wohl auf den Arm nehmen!* (literally: You want to take me up the arm!)

Italian: *Me prende in giro!*
(literally: You're taking me on a ride!)

Not to learn slang and idioms is a surefire way to keep oneself on the fringe of the language and always to remain an outsider, never fully understanding television, movies, books, everyday conversations, and in short, the culture.

IS SLANG ALWAYS CHANGING?

Oh, yes! I mean, no. Well...

For some unknown reason, idioms don't seem to change while some of them, for all intents and purposes, should! As times change, some idioms and expressions simply don't make sense any longer. For example, since LPs have been replaced by CDs, one would think that the updated expression would be "to talk like a broken CD!" Yet the original expression, "to talk like a broken record," is still going strong. And with people now getting around in cars and not on horses, wouldn't it stand to reason that the expression meaning "Don't get so impatient!" would be changed to something like, "Hold your Honda Accord Automatic Transmission with dual control suspension!" instead of "Hold your horses!"?

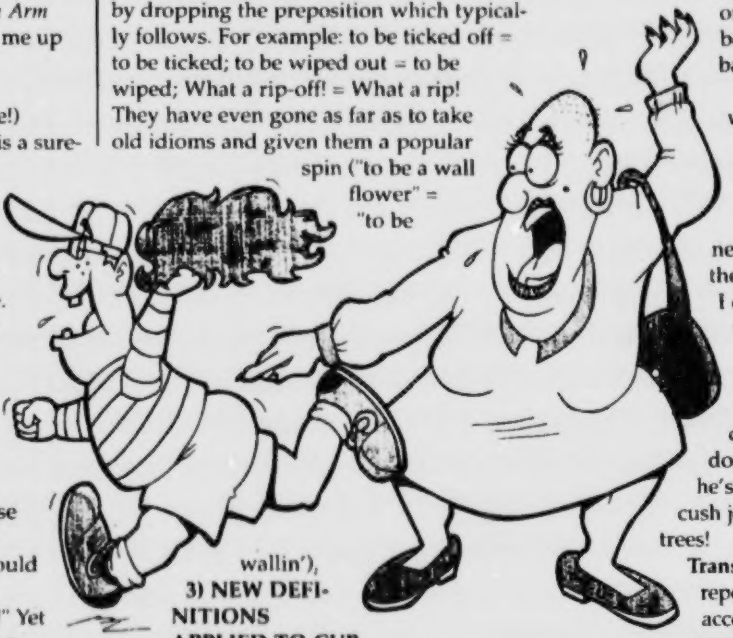
As far as slang goes, it seems to go down one of four paths:

1) OUT WITH THE OLD, IN WITH THE NEW

Many slang terms become old quickly and are completely replaced by newer slang of teenagers and pop music. Some of the newest slang now in popular usage among teens is: "Talk to the hand!" (I'm ignoring you), "Kick him to the curb!" (Dump him!), and "I'm down with it." (I understand)."

2) SLANG WORDS UPDATED

Other slang terms remain through the years because, once again, teens have given them a facelift. Since the current trend in slang is to shorten... Shorten... SHORTEN... teens have updated many two-word slang words by dropping the preposition which typically follows. For example: to be ticked off = to be ticked; to be wiped out = to be wiped; What a rip-off! = What a rip! They have even gone as far as to take old idioms and given them a popular spin ("to be a wall flower" = "to be wallin'),



3) NEW DEFINITIONS APPLIED TO CURRENT SLANG

Teens and rappers are notorious for taking a slang word or even a non-slang word and applying a new definition in order to keep parents constantly in the dark. For example: to be broke = to be ugly; to be fat (spelled "phat") = to be great; to be tight = to be terrific; to be stupid = to be great; etc.

4) SLANG WORDS THAT KEEP HOLDING ON

No one really knows for sure why, but for some reason many slang words are reused from generation to generation. For example, terms like "cool" (terrific), "broke" (destitute), "big-time" (extremely), etc. have been around for a long time and seem destined to remain part of our vocabulary.

IS IT OK TO USE SLANG IN BUSINESS?

Yes! The business world is infamous for creating its own jargon In fact, a nonnative speaker who doesn't have a working knowledge of business jargon would be at an undeniable disadvantage. Imagine someone not familiar with idioms being told during a meeting that he or she "has the floor" or being asked to "take the ball and run with it."

The following paragraph would surely go above the head of the average nonnative speaker, yet the terms and expressions are common in the business world–and this is just the tip of the iceberg:

I don't know who blew the whistle on the paper pusher in accounting, but he just got called on the carpet by the big wigs for calling in sick again. If he doesn't pull it together soon, he's gonna get canned and cush jobs like his don't grow on trees!

Translation: I don't know who reported the desk worker in accounting, but he just got reprimanded by the executives for informing them by telephone that he wouldn't be coming in to work due to illness again. If he doesn't act acceptably soon, he's going to get fired and easy jobs like his are hard to find!

DO SPORTS AND BUSINESS MIX?

Right off the bat, I'd have to say, "Yes!" Since sports permeate American culture, it's normal that its terms creep into everyday vernacular. Sports jargon is widespread in business since companies have long been predominantly controlled by men.

Baseball: to field a phone call, to be home free, to come out of left field, to be in the ball park, to be out of one's league, to pitch ideas, that's one strike against him/her.

Boating: to be on an even keel, each man for himself, to go down with the ship, to like the cut of one's jib, to shape up or ship out, to be smooth sailing, to take the wind out of one's sails.

Boxing: to go a few rounds, to be a heavyweight, to be a lightweight, to hit below the belt.

Football: game plan, to run interference for someone, to take the ball and run with it, to tackle a problem.

Horse Racing: to be down to the wire, to be first out of the gate, to be in the homestretch, to jockey for position, to be left at the gate, to be neck and neck, to be right out of the chute, to win by a nose.

Swimming: to dive right in, to get one's feet wet, to go in headfirst, to sink or swim, to jump off the deep end, to test the water.

Track and Field: to come in a close second, to clear a hurdle, to have the inside track, to jump the gun, to keep pace , to pace oneself, to set the pace.

WHAT A DIFFERENCE A DECADE MAKES

Slang has gone through some fascinating changes over the years. Let's look at some typical pick-up lines and responses over the past 60 years:

1940's

Guy: Hey Ya, Gate! Let's lubricate! Let's get some giggle water then put on the drizzle-pan!

Girl: Look here, Jackson, if you think I'm some sort of a Ready-Heady or an Able-Grabble, you're just not hep to the step!

Guy: What a fuddy-duddy!

Translation:

Guy: Hi there, friend! Let's get something to drink! Let's get some champagne then get something to eat!

Girl: Look here, buddy, if you think I'm loose or easy, you're completely wrong!

Guy: What a killjoy!

1970's

Guy: Hey, Babe, what's your sign? Whoa, cosmic threads! Really outta sight! Say, wanna groove on a real boss flick tonight?

Girl: I don't mean to bum you out and lay a bad trip on you, but I'm just not getting good vibes here. That's just my own bag.

Guy: Whoa, that's the pits. You're really blowing my mind here! Heavy bummer!

Translation:

Guy: Hey, sweetheart, what's your sign? Whoa, beautiful clothing! Really incredible! Say, wanna enjoy a real terrific movie tonight?

Girl: I don't mean to make you depressed and upset you, but I'm just not getting a satisfactory feeling here. That's just my own opinion.

Guy: Oh dear, that's really horrible. You're really upsetting me here! I'm extreme disappointed!

1990's

Guy: Woah! You look way dope...really phat! Don't think I'm like a total Barney, but maybe I could like get your digits so we could go jeepin' some time.

Girl: As if! Hello! Not even! It's like I'm so sure! Whatever!

Translation:

Guy: Hey! You look really great...really amazing! I hope you don't think I'm like a total jerk, but maybe I could like get your telephone number so we could go take a ride in my Jeep some time.

Girl: Absolutely not! Are you crazy? Never! I mean that will never happen! I can't even think about it!

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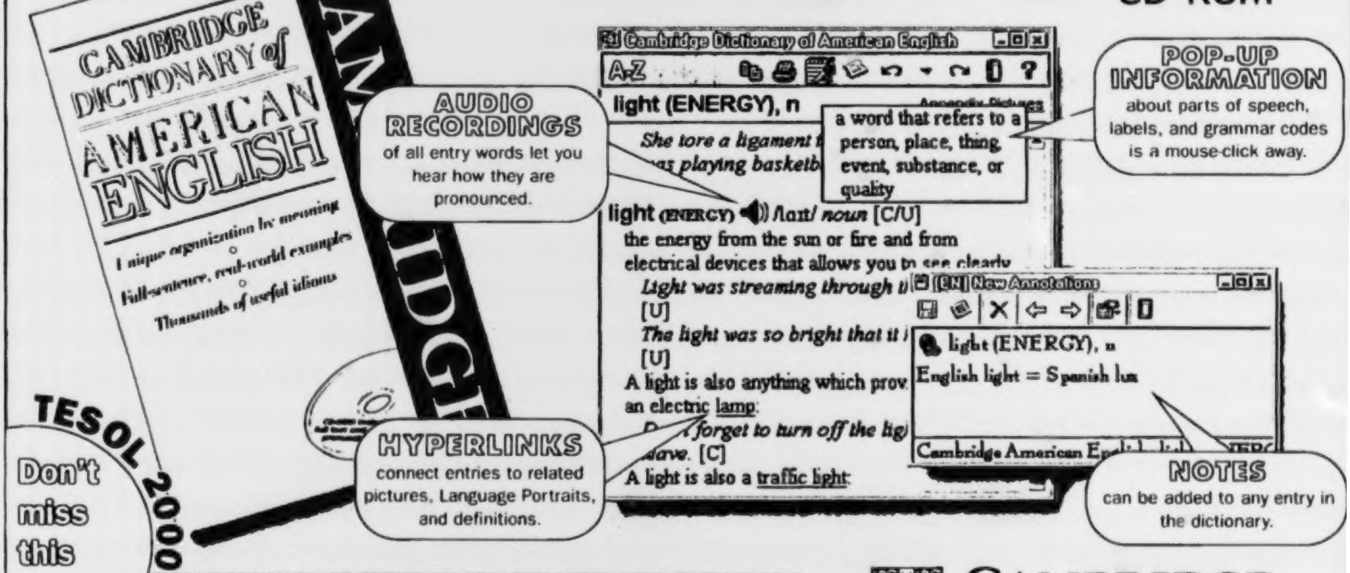
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a word that refers to a person, place, thing, event, substance, or quality
light (ENERGY) /lɑɪt/ noun [C/U]
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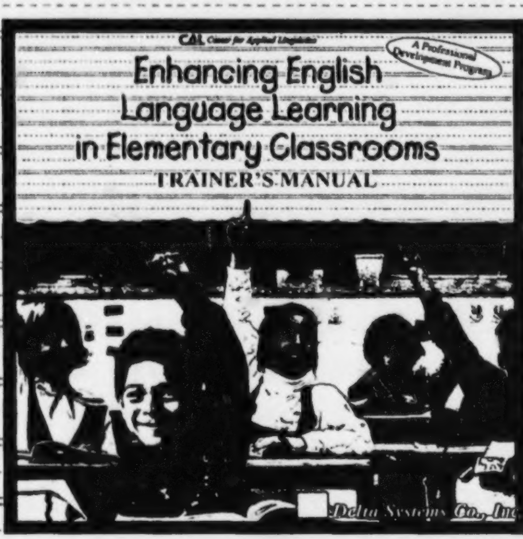
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Who Owns the English Language?

Tom Kane argues that native speakers of English should remember to think in international terms

In my recent book, *Teach American English Around the World* I make a specific case that North Americans should consider teaching English globally. This "portable profession" offers the opportunity for travel, adventure and authentic cultural experiences. But I do not claim that the USA owns the English language.

Language Imperialism

While I make a specific case for American English, the language should not be a conduit for North American neocolonialism. I profoundly respect the British origins of American English, and recognize that the latter's popularity is a function of population and proliferation. The United States is home to four times more native speakers than Britain. Combined they make up about 70% of the 320 million people who speak English as a first language.

Quality, a Global Demand

English–no matter where it is spoken as a first language–is governed by set rules and reasons, no matter how arcane they may seem to the untrained. Certainly the unwieldy number of accents, dialects, and slang may suggest otherwise, but in his book, *English Syntax*, author Roderick Jacobs shows that all native English speakers adhere to the same grammar units and syntax. Jacobs considers the question: "Can we really say there is a single, uniform language, English, rather than a cluster of languages, each with its own special properties?" Jacobs believes that factors such as age, sex, social status, regional origin and the context of the utterance influence grammatical forms, vocabulary and pronunciation. "So to hear a cloth weaver from the north of Scotland, a country lawyer from Alabama, and a sheep rancher form Australia, can cause a non-native speaker of English to wonder about any so-called uniformity of English," says Jacobs.

But English speakers, whatever their background, show consistent intuitions about sentence structure and word combinations. An utterance like this one "She is liking very much of her staying in this country" would be identified by any English speaker as a non-native utterance, says Jacobs. Though there are some grammatical differences among English dialects, they share core grammatical units and relations, and those enable us to identify a single language.

International Language

It is historically true that British trade followed by colonial and imperial expansionism brought English around the world. We have just reflected that because of the military and economic strength of the United States of America, English is the lingua franca of the present historical moment as we begin the second millennium. However we still may ask the question who owns this international language?

We have already seen that the Philippines, India and Nigeria use English in everyday life. When a Japanese engineer wants to speak to a Mexican engineer they will probably use English. They will bring their business and cultural experience with them when they use the international language. I would like to state as many others have before me, that an international language belongs to its users not to the countries whose national languages have become internationalized. I am a native speaker of American English but I am clearly not a native speaker of English as an international language. The concept of a native speaker of an international language is a contradiction in logic and I fully agree with Julian Edge in his book *Essentials of English Language Teaching* when he writes: "When we accept that an international language belongs to its users, we can also say that:

People who learn an international language are claiming something, which naturally belongs to them. The important issue is not one of native/non-native speaker as an accident of birth, but of ability to use that language internationally. Native speakers of national influences (British, American, etc.) are only partners in the international language. They also have to learn communication strategies if they are to use it effectively."

New Englishes

Each country which claims to use English accurately and fluently will provide a slightly different accent. Certainly the people of India and Pakistan have an accent of their own and are not trying to imitate British or American English. We notice that in the United States there is now widespread acceptance of Spanish-accented English. Since the United States is home to the third largest population of Spanish speaking people in the world, this Spanish sound English can be accepted on the same level as a Boston, Biloxi, London or Toronto accent.

Conclusion

The point of this brief article is to raise our level of awareness and reflection that while the international language today is English certainly no one owns it. It will have its own individual characteristics by the nation and language groups that use it. While we acknowledge and accept new regional accents the English language still demands like any other world language that it is used correctly and accurately.

Dr. Thomas A. Kane is author of Teach *American English Around the World*. He can be reached at mexico@bostontefl.com

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Give Peace A Chance

For many Americans who went on to become educators, business people, or even politicians, service in the Peace Corps inspired them to determine and achieve their career goals. Chaz Penedes reports.

English language teaching is the largest program in the Peace Corps. Volunteers teach in middle or secondary school, while developing teaching materials and working on community and school based projects. Peace Corps teacher trainers also work at the university level to train experienced teachers in subject content and resource development. The Volunteers fulfill the needs of university level students, who need enhanced English language skills in their study of languages, literature, business, medicine, engineering, and other content areas.

Peace Corps English teachers have made lasting contributions to their communities. In Ethiopia, volunteers initiated the "Young Girls' Mentoring Project" which was taken over by The Forum for African Women Educationalists. The Peace Corps/Ethiopia Gender and Development Committee work with this nongovernmental organization in planning and securing funds for workshops and activities. Recently, 24 young girls were brought to the capital, Addis Ababa, to stay with prominent Ethiopian women role models. They observed their life at home and work. On the third day of the workshop, the Minister of Education related her own efforts to advance to her position, including her experience with Peace Corps Volunteers as teachers and role models in her youth.

In Kyrgyzstan, an Education Volunteer initiated the "Kids Helping Kids" project. Currently, this project is expanding to the national level and involves about 70 percent of the Volunteer population in the country. The theme of the program is the concept that students who are more fortunate can learn and help other children who are disabled, orphaned, poor, or in need. "Kids Helping Kids" also focuses on promoting awareness of the conditions of many children's homes in the country as well as providing some aid.

Applicants to the Secondary English Teaching Program must have a degree in any discipline and may also qualify as state-certified English teachers at the secondary level with at least three months of teaching experience in ESL or English. Applicants to the Secondary Education Teacher training program may qualify with an undergraduate degree in secondary education, TEFL, English, or a foreign language; or a degree in any discipline along with a secondary education certification in TEFL, English, or a foreign language. Most applicants qualify with student teaching, graduate teaching or substitute teaching experience.

Applicants to the University English teaching Program need an advanced degree in English, linguistics, or in subjects such as history or language arts and have full or part time teaching experience.

The Peace Corps specialize in helping people in need.

By the Numbers

Currently, there are 7,000 Peace Corps Volunteers serving in 77 countries. More than 1,563 are serving as ESL teachers.

MAJOR SECTORS BY PERCENT	
Agriculture	8%
Business	13%
Education	40%
Environment	17%
Health	18%
Other	4%

NUMBERS OF ESL TEACHERS IN EACH REGION	
Africa	379
EMA	1,033
IAP	151

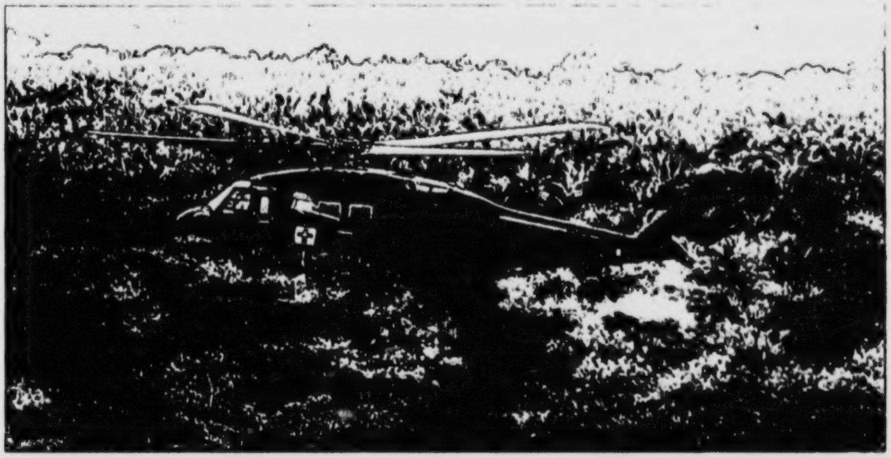
GENDER RATIO
Men
40% (2602)
Women
60% (3924)

AGE RATIO
20s
79% (5139)
30s
11% (722)
40s
3% (198)
50s
4% (253)
60s
3% (181)
70s
(6)

Chaz Penedes is a staffwriter for American Language Review

Learning to Speak TIFL

Planning on traveling abroad to teach or study? Then it's time you came to grips with TIFL (Travel Insurance as a Foreign Language)! You should make sure you have adequate health insurance before you travel. In the event of an unforeseen illness or accident, you'll be very glad you did. With so many different types of coverage available it can be very confusing deciding which plan is right for you. Brian Garity offers a primer on the language of buying medical insurance.



Duration: *How long will you be going for?*
The longer you plan on being away from your home country, the more comprehensive the coverage you are likely to need.

Destination: *Where are you going?*
The more remote the location, the more importance you should place on features like Emergency Evacuation and Air Ambulance coverage. Conversely, a visitor to Northern Europe should be more interested in the maximum benefits for hospitalization, as evacuation would be a less likely course of treatment.

Home Country Coverage: *What does your existing health plan cover?*
If you already have strong benefits at home, it is wise to double check what exactly is covered while you are out of the country. Most domestic (U.S.) health plans limit coverage to a maximum of 30 or 60 days outside the States, and HMOs and PPOs will likely impose severe—out of network—penalties for all but the most basic emergency care. More importantly, you will want to insure you have 24 hour access to emergency evacuation if you are sick or hurt in an area where quality care is not available. For those over 65, Medicare will not cover treatment outside the U.S. If you do not have any domestic coverage, travel insurance is a must. Once you have answered these questions, you will need to know what benefits and policy provisions to look for in a travel medical plan.

Short Trips (two weeks or less): Assuming you have solid coverage at home you may only need a small supplemental plan, with features like emergency evacuation and 24 hour worldwide assistance, along with a limited benefit for medical expenses ($10,000 to $50,000 is typical). These plans are readily available through your travel agent and may include lost luggage and trip cancellation protection too. Be wary of plans that require you settle all bills yourself and then seek reimbursement when you return home.

Intermediate Trips (two weeks to six months): The longer you are away the less likely it is your U.S.-based plan will cover you and therefore the more importance you should place on the medical benefits of the plan. In addition to a higher emergency evacuation benefit, your plan should cover between $100,000 to $1 million in medical expenses. Other features to look for include coverage for a family member to come to your assistance if you are hospitalized in a foreign country and an option to include "hazardous activities" such as scuba diving, skiing and bungee jumping.

Longer Trips (six months+): The travel insurance you purchase will most likely be your primary or only health insurance. Be sure that your plan includes all of the above, with higher maximum benefits ($1 million or more) as well as some provision for coverage when you return home. If you spend a year abroad but return home for a vacation, make sure you are still covered.

Multiyear or Open Ended Trips: Standard medical plans are usually limited to one year, with the option to renew for another. If you anticipate being abroad for a longer period of time, look into a permanent international major medical plan. This type of coverage contains all the benefits of a travel medical plan, but once you are accepted you can maintain coverage year after year simply by paying the premium. Most importantly, you are covered for medical treatment anywhere in the world, including back in the U.S.A. Note that these plans are medically underwritten, and people with prior health problems may have trouble obtaining coverage.

All of the plan types discussed share some common features; you will normally have a deductible and co-insurance payment or premium to meet, and pre-existing conditions are usually excluded. Worldwide assistance is sometimes done by the plan administrator, or through an independent assistance company. The market for these plans is growing rapidly and new companies enter the market all the time. Be sure the company you are dealing with has at least five to ten years' experience in the international market.

Doing a little research before you go can mean security and peace of mind while you are away, and allows you to concentrate on the exciting and fulfilling adventure that international travel and work can be!

Brian Garity, founder of International Health Insurance.com (intlhealthinsurance.com), has specialized in international health insurance for over ten years.

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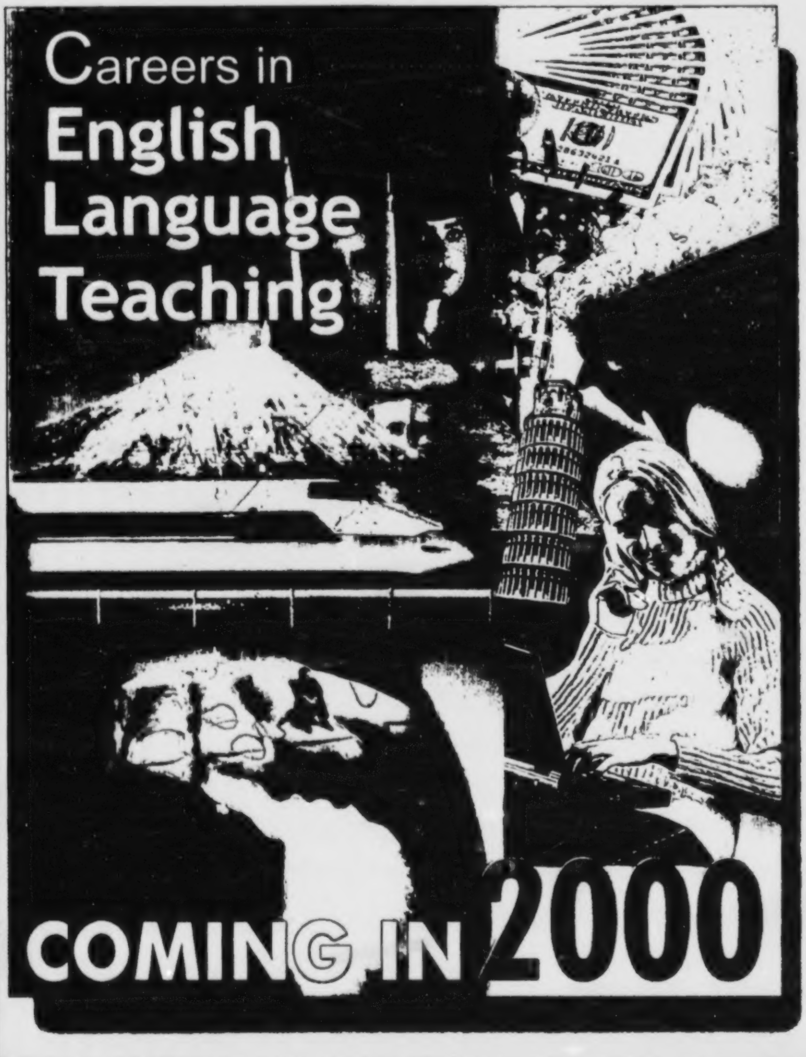

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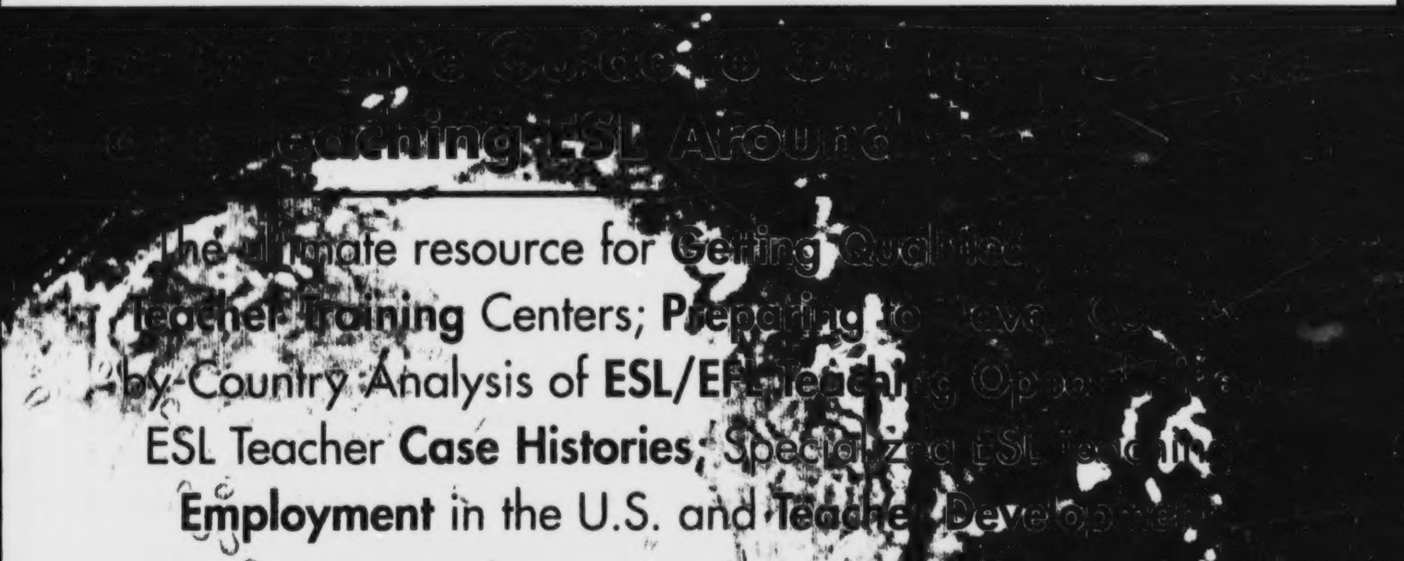

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Gamin Bartle explains how the Language
esource Center at The University of
labama has brought ESL and Foreign
anguage students together in a state-of-
he-art learning environment

WiredFo

After years of using an antiquated cassette tape lab, the Language Resource Center (LRC) opened last year. The new facility was part of an initiative to improve and expand international educational opportunities. The pening coincided with the merging of various language departents into one Department of Modern Languages and Classics MLC) and it was planned that DMLC students would work with udents in the English Language Institute (ELI).

The opening of the Language Resource Center also brought ith it a multiple concerns by interested parties on campus. dministrators are interested in seeing a payoff from financial vestments made in equipment, software, and personnel. Students, specially those with limited computer experience, might be intimiated by computer technology in language learning. Faculty and raduate teaching assistants have several different kinds of conerns, such as wondering if their own computer skills will be adeuate. They also question whether computers will eventually eplace them, particularly as distance learning increases on campuss nationwide. Pedagogical concerns include how, when, and even hy to incorporate multimedia materials and work in the LRC into nguage curricula.

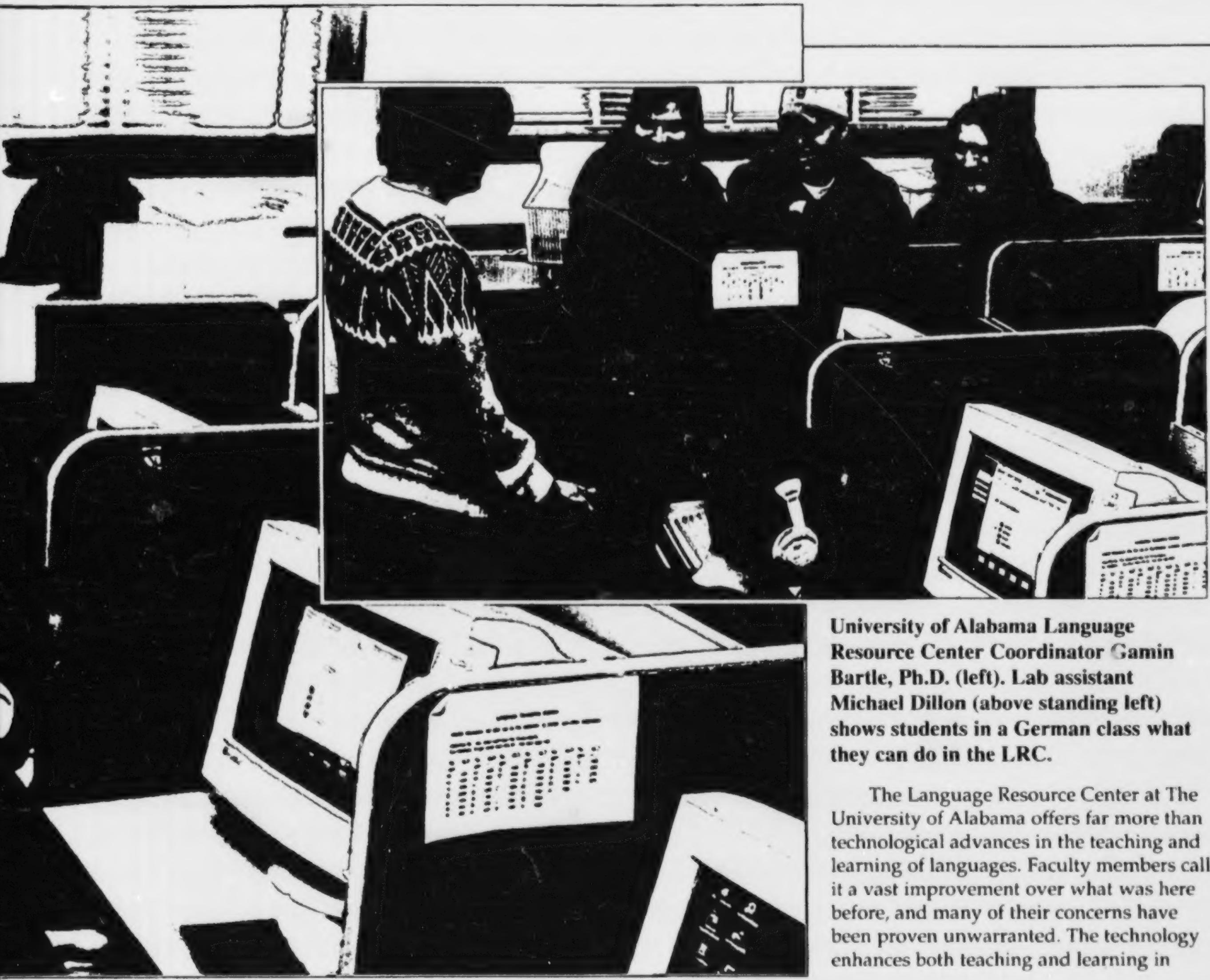
Fortunately, the LRC has been able to allay many of these fears. ue to the size of the lab and the flexibility of both hardware and oftware, it has been able to meet the various needs of both the MLC and the ELI. As every workstation is identical and has access o the same materials, students can walk in, sit at any computer, nd begin work in a familiar atmosphere. Changes and additions re made at the level of the server rather than on individual achines, thus ensuring consistency throughout the LRC. s the LRC coordinator, I have tried to keep abreast of research and evelopment in the field of instructional technology for language earning. I am a member of the International Association of anguage Laboratories, which is the professional organization for nguage lab directors. Membership in this organization gives me ccess to colleagues all over the country as well as internationally hose experience is very useful in matters large and small.

Today, the lab is buzzing with activity as students work on viruually every language offered at the University. It is not unusual to ee a student taking a Japanese quiz over the Internet, a student of erman working with the CD-ROM that accompanies the textbook, nd students listening to Spanish and French exercises on CAN 8 all itting side by side. Many ESL students come in to work with CD-OM materials as well as to check their email using international haracter capabilities not provided at other campus labs. Dr. Tatiana sakiropoulou-Summers, instructor of Modern Languages and lassics and a builder of The VROMA Project, brings Latin classes, oth language and civilization, into the LRC to work with the interctive web site. VROMA is an Internet based project in which students of Latin are creating a virtual Rome with other students from round the U.S. Such a wide variety of student usage would have een unimaginable in the old tape lab.

The ELI director, Bill Wallace, views the LRC as a place for both study and friendship. "It provides a wonderful opportunity for both U.S. students who are studying foreign languages and international students who are studying intensive ESL to meet, get to know each other, and perhaps even become each other's language and culture partners."

Dr. Greg DeRocher, professor of French, praises the technology that allows him to track student progress and to customize materials for specific classes and even individual students. De Rocher said, "CAN 8 allows each instructor to monitor student performance, to track their progress, to rank the students, and to test them in the LRC with a simple click of the mouse. This software also allows instructors to author their own exercises, tailoring them specifically to each class and even to individual members of the class."

Jenny Davis, a senior, said, "I am taking Italian 101. My experience in this class has been greatly enhanced by the new Language Resource Center. I bought the supplemental lab manu



University of Alabama Language Resource Center Coordinator Gamin Bartle, Ph.D. (left). Lab assistant Michael Dillon (above standing left) shows students in a German class what they can do in the LRC.

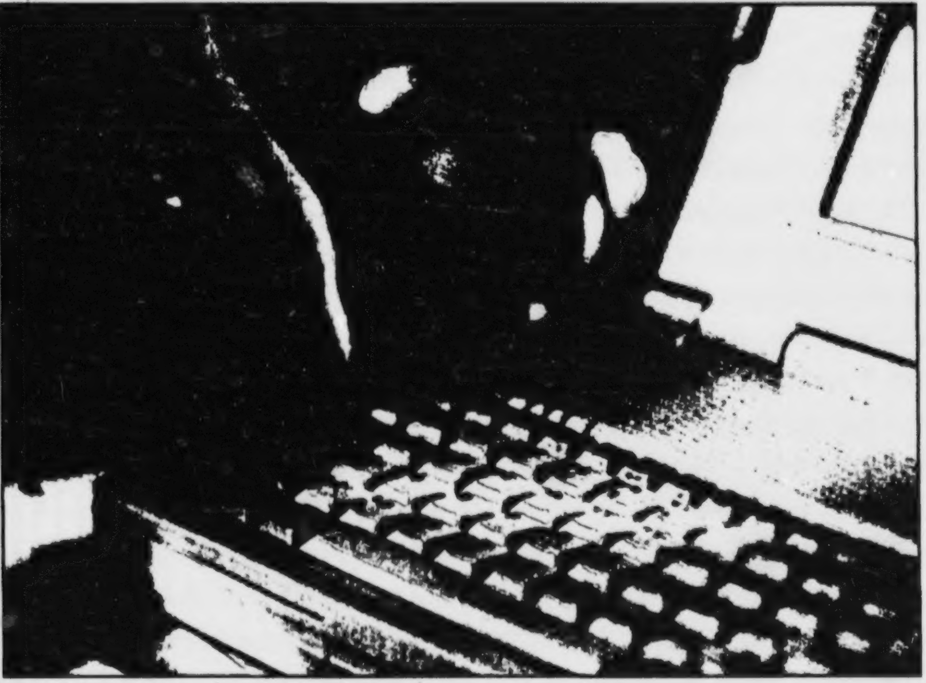
Language Learning

al for the Italian textbook, and am now able to work very easily with the audio materials. Instead of wasting time finding the right section on a cassette tape, I can devote my full attention to the Italian language. The sound quality is excellent, and I can hear and repeat any part of a lesson at any time. Moreover, the LRC has a very fast Internet connection that allows me to visit sites like the Italian Embassy home page." Intermediate French students also have positive things to say about the LRC. French student Lauren Ellis, said: "Our class has been to the computer lab several times and I have found it very useful. We used the CAN-8 program for grammar exercises, which helped with reviewing a lot. We also used web sites to locate French articles and supplemental information to use with our textbooks. We, as a class, always found the computer lab days to be both enjoyable and beneficial." A classmate, Haley Lawson, chimed in: "I really thought that the exercises that our class did in the computer lab were extremely helpful. I like the way you can answer all the questions, and then go back to see which ones you missed. I could really see a difference in my ability to understand the material when it test time came!"

The Language Resource Center at The University of Alabama offers far more than technological advances in the teaching and learning of languages. Faculty members call it a vast improvement over what was here before, and many of their concerns have been proven unwarranted. The technology enhances both teaching and learning in ways that were not possible before the advent of CALL. Indeed, it is the ease with which students can use computers to access and work with multimedia materials that allows the technology to fade into the background. As a result, the LRC enables both teachers and students the luxury of focusing on content, that is, what they are teaching and learning. When the technology functions behind the scenes and allows for fast, easy, and useful access to language materials, then the LRC is a success.

Gamin Bartle, Ph.D, Coordinator, Language Resource Center, University of Alabama, Tuscaloosa.

There are compelling reasons to utilize computers in the language classroom. **Claire Bradin Siskin** reports



"Why would anyone want to use a computer to learn a language?" A fair question, given that computers still can't communicate very well. I hear it less often than I used to. But questions about the value of computer-assisted language learning (CALL) still come up, and they are as likely to come from language instructors as from those outside our profession. We're intuitively wary at the prospect of involving computers in what we do. The conventional wisdom is to ascribe our reluctance to use computers to "technophobia" or "lack of training." But the fundamental concern may be the limited capacity of computers for real communication, and this concern is a valid one.

I have been compiling a list of "reasons to use CALL" for the past 17 years. In offering some of them here, I acknowledge that many of these points have not been substantiated by research and that not every point will be relevant in every teaching situation.

Why use CALL? Motivation:

The shift to the computer lab may provide a change of pace, and some students may work more eagerly on a computer than in other settings. However, I believe that the "motivation" factor may have been more significant in the past when computers were a novelty. Hollywood will always

---

The Revolution Will Not Be Televised *('Cause It's Being Webcast)*

New technology is putting web-based video production into the hands of teachers. **Jim Duber** gets down to the Firewire

You will not be able to stay home, brother. You will not be able to plug in, turn on and drop out. You will not be able to lose yourself on skag and skip, Skip out for beer during commercials, Because the revolution will not be televised. (From a song by Gil Scott-Heron, 1974)

In the mid-1980s, a revolution took place in the publishing world. Before then, mass distribution of published text typically required the services of a professional typesetter. The year 1984 witnessed the introduction of breakthrough hardware--the Apple Macintosh and laser printer--together with powerful new software--Aldus Corporation's PageMaker (the first page layout software). Suddenly with just a small investment in equipment and training, individuals and small businesses could self-publish. Early users included many educators who were drawn by the benefits of word processing for designing course materials for their own students. The field of desktop publishing was born.

A similar revolution in video production is now taking place in the multimedia development world and it promises to do the same for Computer Assisted Language Learning (CALL). Of course, desktop video production is not new--we all know that Hollywood's been using computers to produce some incredible movies and special effects for quite a long time, but obviously at great cost. In fact desktop video production for CD-ROM and even web delivery is not entirely new either. However, until very recently, even this "small scale" sort of digital video production required a combination of very sophisticated and rather expensive hardware and software. So, what's so new? First, there's a new digital video standard format, DV, which is

➡ to p.79

Using CALL: What's the Pay Off?

be ahead of education in terms of its ability to produce sophisticated multimedia, and today's students may not be impressed with the relatively low level of sophistication of most CALL software. To justify the expense and effort involved in using computers, I think we need to look for more compelling reasons than any motivation that is provided by the medium itself.

Individualization of learning: Students can work at their own pace. Those who learn more slowly can use CALL materials for remediation while others can use them to accelerate learning. CALL lessons with branching capability allow each student to work on specific sections; not everyone has to lockstep into the same exercise.

Control over language input: In well-designed CALL software, the target language can be presented in manageable segments. The language can remain natural and at normal speed since digital audio and video clips can easily be played as often as necessary. Text can be associated with each segment and displayed or hidden according to the needs of the learner. Immediate feedback: Almost instantaneous feedback can save learners hours of misguided work. Even the most unintelligent "no, you're wrong" type of feedback can alert students that they are on the wrong track.

Visual focus: Students often get lost in a sea of small print crowded onto a page. On a computer screen we have the luxury of enlarging text and presenting only a few words at one time. We can have thousands of screens, which can be designed to enlarge or highlight exactly what we want to emphasize.

Tireless repetition: Computers are superb at handling repetitive tasks. They can present the same material again and again at times when their human instructors are not available. Repetition plays an important role in reinforcing learning.

"Neutral" medium: The computer's performance is consistent. It never loses patience with students, never gets angry, and never plays favorites. Language learners continually create mental hypotheses about how the target language works. The computer can provide a safe environment in which to test linguistic hypotheses.

Advantages of hypertext: On a computer, text can be linked in a non-linear fashion to explanatory text, to sound, to images, and to video. This capability can provide learners with links to extend and enhance their understanding of the new language. By choosing which paths to explore, readers can create their own meaning and organization.

Writing and revision facilitated by word processing: Students tend to write more and revise more when they word-process their texts, and they take more pride in the finished product. Opportunities for collaboration: As students work with games and puzzles, information gaps give students a need to communicate with one another.

Tool in constructing meaning: In the constructivist approach to language learning, students create their own meaning by producing newsletters, web pages, and multimedia presentations.

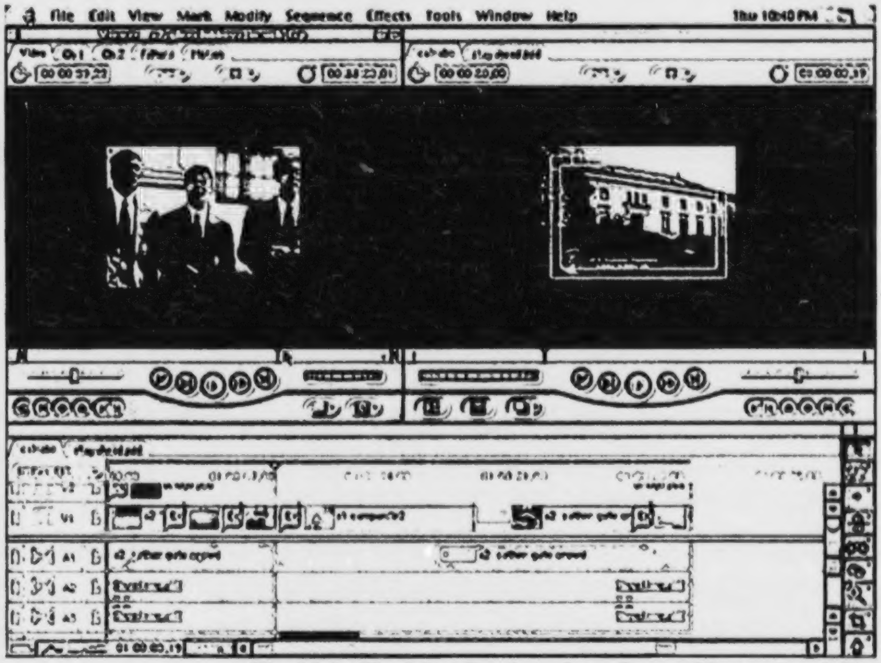
Link to the Internet: The net can provide a source of authentic, up-to-the-minute information in the target language with opportunities for real communication with native speakers.

Computer literacy: Many students will need computer skills to survive in the job market or in academia, and using them in their classes can give them a head start.

Second language acquisition (SLA) research: Computers can keep track of what students do as they work through CALL materials and provide useful insights into the language learning process. Change in relationship between teachers and students: The teacher becomes the facilitator and partner in learning rather than the controlling "schoolmaster."

Clearly, much more research is needed to confirm how well these promises can be met. Not all CALL software is designed to use these capabilities to the best advantage. Extravagant claims may well be followed by disillusionment, and additional questions are inevitably raised. What will the students actually do with CALL software? Will they make full use of its features, or will they waste time? Will too much classroom time be taken up by coping with the technology itself?

In our enthusiasm for CALL, let's be realistic about what the computer really can do well and what it does clumsily or not at all. Then we must decide for ourselves which aspects of CALL will work in our own situations.



The Main Final Cut Pro Interface: Source Viewer (top left); Canvas (top right); Timeline (bottom).

Claire Bradin Siskin, a Ph.D. student at Michigan State University, is co-editor of the CALICO Journal. For her assessment of how well the promises of CALL have been fulfilled, see "Where Have We Come From? What Has CALL Really Achieved?" at http://edvista.com/claire/what.html

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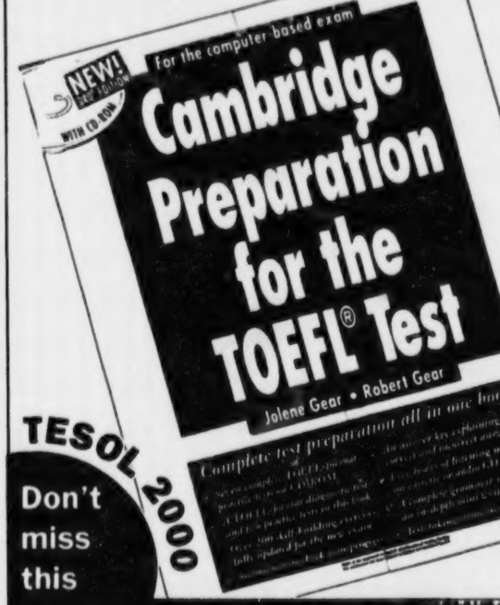
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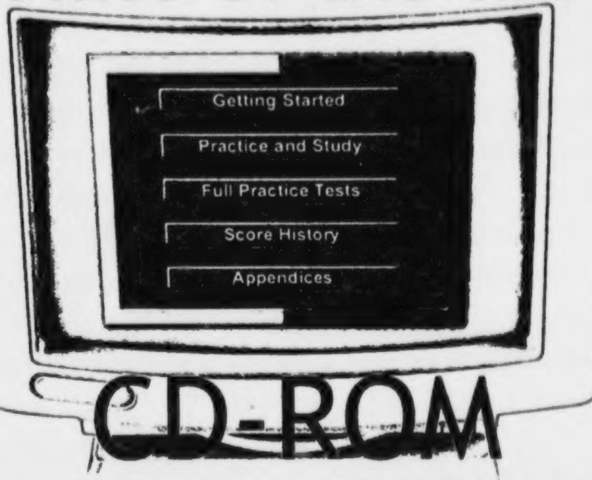
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◄◄ supported by a consortium of over 50 companies. There is currently a variety of consumer and professional level video camcorders that shoot this format (ranging in price from around $700 to upwards of $50,000).

There's also a new networking protocol called "FireWire" which was originally developed by Apple. As explained on the Apple FireWire website (http://www.apple.com/firewire/):

"The combination of low-cost, high-quality DV camcorders and built-in FireWire allows the creation of broadcast-quality video on Macintosh. Gone are the days of expensive video capture cards and workstations packed with high-end SCSI drives."

FireWire is not exclusive to the Macintosh platform, though it sometimes has different names on other platforms. The IBM-PC compatible version of FireWire is known as "IEEE 1394" and Sony implementations are called "i.LINK".

The DV technology enables video producers to shoot original footage in a high quality digital format that can later be transferred quickly and easily to a computer via a FireWire cable. With video editing software, the video can be polished, narration and/or captions can be added, as can a host of filters, transitions and special effects.

Basic equipment requirements include a FireWire enabled digital video camera, a computer equipped with a FireWire port and video editing software. For those on a tight budget and for whom highest production quality is not a top priority, a basic camera in the $700 range should suffice. The new Macintosh iMac DV comes equipped with built-in FireWire and a basic editing software package called iMovie for a very reasonable price. On the PC side, a few of the newer machines are shipping with FireWire ports and it's possible to add a FireWire card to Windows-based machines. There are a number of basic editing software packages for both Macintosh and PC-based systems. Recent versions of QuickTime Pro are cross-platform compatible and have basic editing capabilities built-in. The free version of this software can be downloaded from the Apple website and after paying a $30 license fee, you receive a code that enables the editing features.

ONLINE RESOURCES

Adobe Premiere
http://www.adobe.com/products/premiere/ main.html
Apple iMac DV
http://www.apple.com/imac/dv.html
Apple QuickTime
http://www.apple.com/quicktime/
DV & Firewire Central
http://www.DVCentral.org/
Final Cut Pro
http://www.apple.com/finalcutpro/
The Golden List of Macintosh DV & FireWire Non-Linear Editing Solutions
http://desktopvideo.about.com/compute/desktopvideo/library/weekly/aa031298.htm
New Media Magazine's Insider's Guide: MiniDV and Digital8 Camcorders
http://newmedia.com/newmedia/99/05/insidersguide/Camcorders.html

For mid-range solutions, I suggest looking for cameras with 3 so-called "CCDs" ("Charged Coupled Devices"--the imaging devices), which currently are priced around $2,000. These cameras produce excellent quality audio and video and come very close to matching the quality of far more expensive professional cameras. As such, they are often referred to as being at the "prosumer" level. A higher end Macintosh G3, or a G4 computer is perfectly suited for DV editing. I have found Apple's Final Cut Pro to be an outstanding non-linear editing program. There are also several excellent solutions for the PC side. The most recent version of Adobe Premiere (v. 5.1c) has been enhanced to handle the DV format and is completely cross-platform compatible. Final Cut lists for about $1,000 and Premiere around $580, and significant educational discounts are available for both. In any event, a large hard drive is needed as digital video files require about 3.8Mb/second (approximately 230Mb/minute) of storage space. So you need to ensure that you have at least 2GB of space for every 9 minutes of DV, but here again prices have been dropping lately to where 16GB hard drives are becoming the norm.

Other significant advances in this area include the new video compression algorithms that enable huge reductions in the file sizes of digital video content so that such files may be streamed over the Internet with little loss in quality. All of which point to a trend that is about to take the world of CALL by storm.

Jim Duber is a multimedia developer and principal of duber dot com, an instructional media development firm found at (http://www.duber.com). Jim has recently been appointed English Community Leader of the WebCT learning hub (http://www.webct.com/english/home/)

The Web'ster

The Medium Is NOT The Message

IN THE 1993 edition of my beginning-level book, *Longman's Business Correspondence: Letters, Faxes, and Memos*, email style was in the appendix. In the 2000 revision, it will be in the title. And not a moment too soon. Wired students are emailing each other, their teachers, and fellow students around the world. Students are spending eye-ball-hang-time in chat rooms and listserves on every subject. As a teacher you can exploit this opportunity. You can teach basic writing skills using e-mail as your medium. Email catches their attention. The discussion groups hold their interests.

An email is no different from a piece of paper. It's simply a blank slate for a message. The message could be formal or informal, short or lengthy. Like any piece of written communication, an e-mail message must get the attention of the reader.

When a writer considers the reader, questions about how to address an email message; how to develop the body, or how to close are easily answered. A quick e-mail to a friend would mimic the informal style of a hand-written note. A note to a figure in authority (a teacher, for example) would begin more formally: Dear Professor Smith rather than "Hey Professor" as one colleague reported being addressed in an e-mail. Email, like any form of communication, must be clear, concise, and coherent. An ambiguous message causes confusion, a wordy message wastes time, and a disjointed message annoys the reader. It doesn't matter if your students use email to communicate with friends, colleagues, teachers, or total strangers, the rules are the same. The message should be clear, concise, and coherent. Email like any writing skill ►►

Lighting the Way

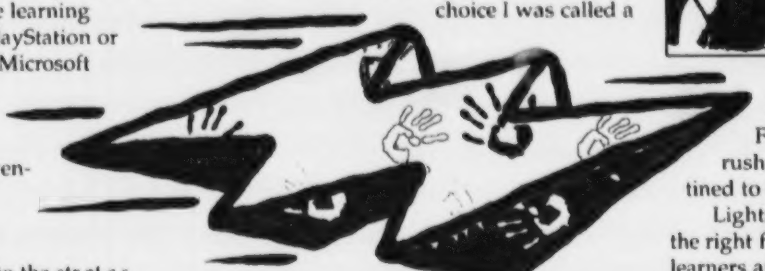
NO LONGER do I immediately think of that Tomb Raiding vixen Lara Croft when I plonk down on my sofa and pick up the controller to my Sony PlayStation.

Personally, I'm not sure whether that's a good thing or not but I know language learners will benefit more from the PlayStation experience provided by Lightspan Adventures—a comprehensive K-2, 3-4 and 5-6 language learning series designed for the PlayStation or a multi-media equipped Microsoft Windows PC. I indulged in the PlayStation version.

Lightspan has also ventured off into a math series but this is hardly the time or the place.

I jumped straight into the *str.at.e.s Riddle Roundup* adventure for K-5/6. Lightspan follows the basic structure of most PlayStation games, a series of menus, options and of course game play. They incorporate video with graphic—the introduction is upbeat and imaginative, with planet shaped images from around our world disappearing into a psychedelic vortex. After meeting the game's teacher I chose different mini-adventures to try to beat. The first I tackled involved the perilous task of try to escape an 18th century steamboat that was about to explode. I had to read the biographies of several American historical figures and solve three language puzzles: strategy, clue and word—based on the information in those biographies.

The game is definitely about positive reinforcement. When I made the right choice I was called a "genius" (flattery will get them everywhere), if I came up with the wrong answer I was enthusiastically told to "Try again." I really enjoyed the banter between the four "hint givers" during the word phase of the puzzle. Both written and audio hints and explanations support each puzzle.



Once I solved all seven puzzles, I was rescued just in time. On other adventures, I was forced to escape the San Francisco earthquake in 1906 and rushed to find a way off a train destined to crash.

Lightspan has definitely come up with the right formula to reach more young learners and make their language acquisition much more enjoyable. I understand the difficulty of entering a market dominated by fast-paced action-packed games but it is always better to see our youngsters learning language skills and history from a game console they would otherwise sit at for hours engaging in less than beneficial wanton destruction or sports simulations.

Chaz Penedes is a staffwriter for ALR

The Web'ster

◄◄ needs practice to be perfect. Have your students post email messages daily. There are chat groups and discussion lists around the world that welcome new correspondents at all levels of English proficiency. Some sites are listed after these e-mail netiquette suggestions for your students.

1. Be specific in the subject line. A message in a listserve is competing with a lot of other messages. Get the readers attention by being as specific as possible. If your students are on a homework listserve and have a grammar question, they would increase their chances of getting a response if they would put "In hospital/In the hospital" in the subject line rather than the plea "Please help me."

2. Try to respond immediately. Let the reader know you've received the message. If you don't have time to write a complete response when you receive the email, at least tell the writer when you will be able to respond.

3. Reread your emails before you send them. Once they are sent, you can't get them back. Be careful of your tone. Your reader may not interpret what you say in the same humorous way you meant to say it.

4. If your email program has a spellchecker, use it.

5. Your message is not private. Other people can read it accidentally or on purpose. Your reader could forward the message to many other people. Be careful what you say.

6. Never give out personal information on the Net. You don't know who is reading your mail and who can take advantage of the private information. Do you want someone on your doorstep at three in the morning? Be careful. Be cautious. Be safe.

7. Check your mailbox frequently, at least once a day.

8. Be aware that not everyone has the same background as you. They may not understand that Dr. Pepper is a soft drink or that Sapporo is a beer. Use generic names (like soft drink or beer) to explain what you are talking about. Systems of measurement (metric/foot) and dates (month, day, year/day, month, year) could cause confusion. Be aware of potential cultural differences.

9. Be polite. Typing in all capital letters indicates shouting. Use capitals only to emphasize key words. You can also emphasize words by using an *asterisk* before and after the word or phrase.

Some chat room/discussion list sources for students:

www.nytimes.com/learning Message boards for students, parents, teachers. Ask a Reporter for students. Online discussion for parents. Teachers can share lesson plans.
www.englishtown.com Forums for language, culture, writing, book club, teachers
www.eslcafe.com Discussion forums; Message exchange
www.englishclub.net ESL discussion center
www.kaplan.com Message boards for students to discuss questions
www.freeenglish.com Message boards on various topics (under construction).
www.globalenglish.com Discussion center for TV shows, sites, books, etc.

Lin Lougheed is president of Instructional Design International, based in Washington DC

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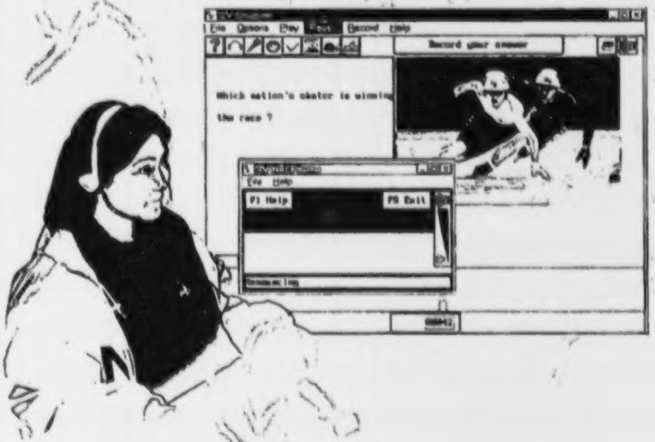

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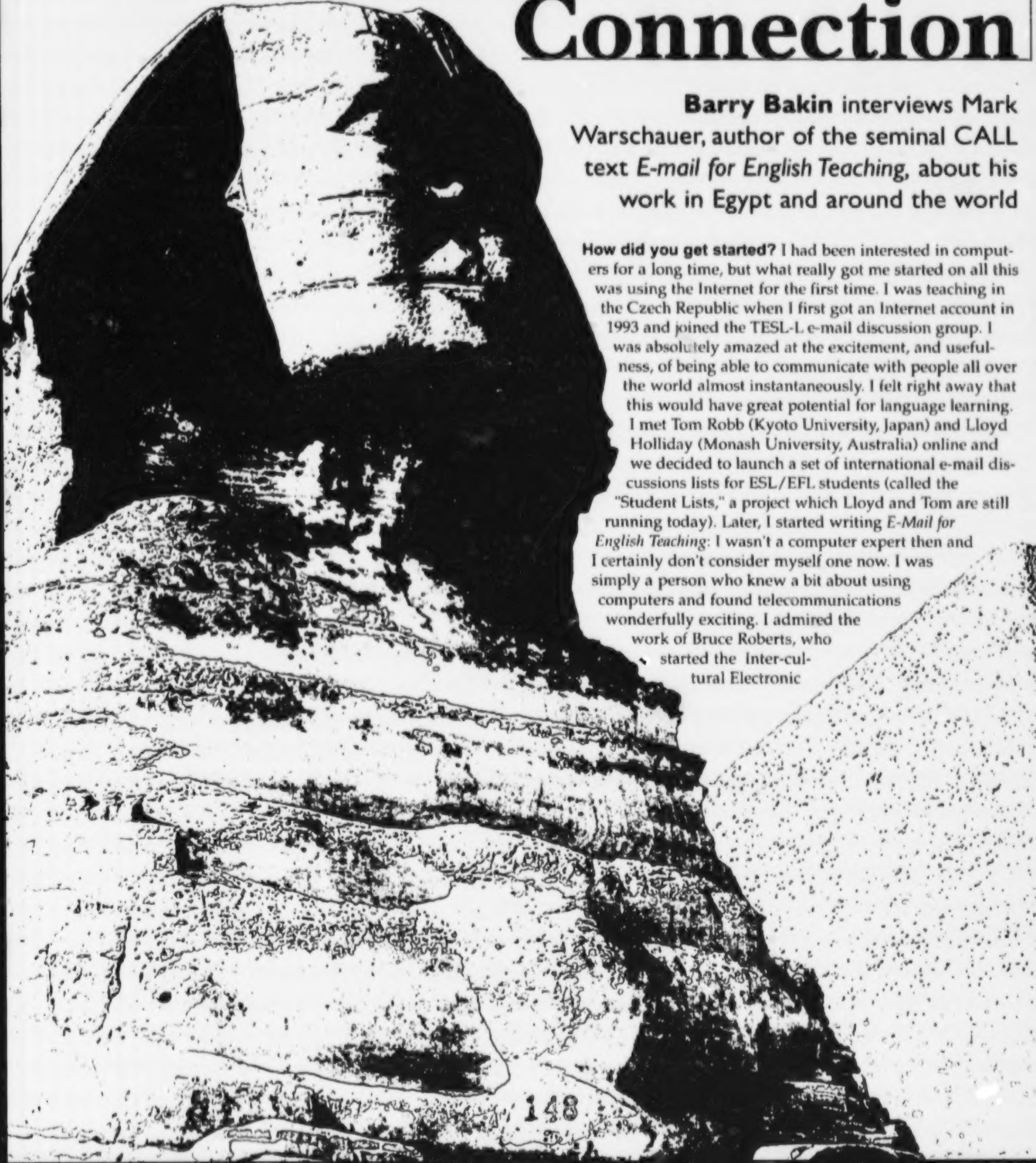
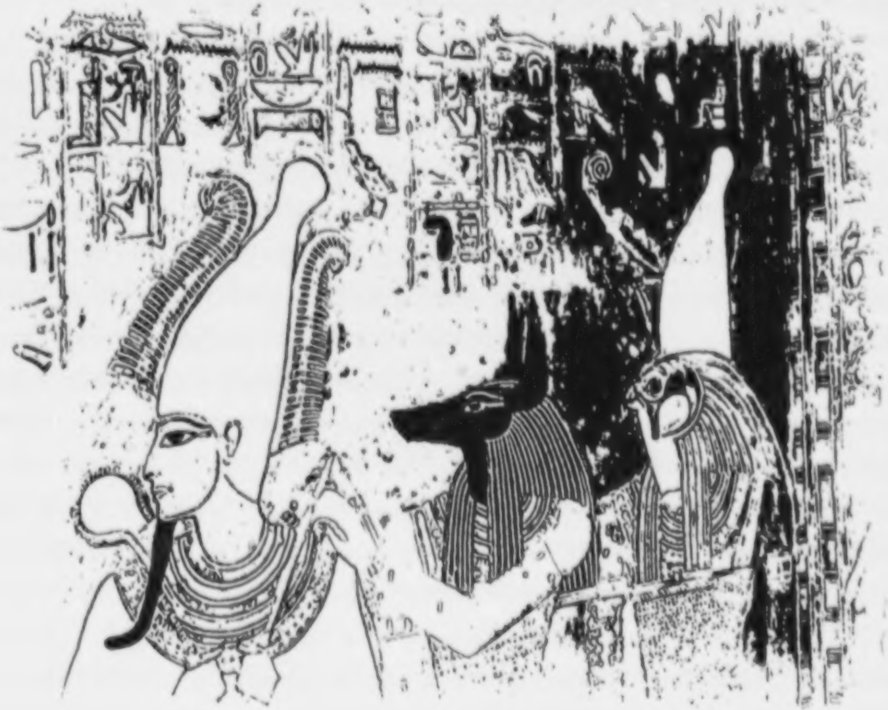
Making Egypt's ESL Connection

Barry Bakin interviews Mark Warschauer, author of the seminal CALL text *E-mail for English Teaching*, about his work in Egypt and around the world



How did you get started? I had been interested in computers for a long time, but what really got me started on all this was using the Internet for the first time. I was teaching in the Czech Republic when I first got an Internet account in 1993 and joined the TESL-L e-mail discussion group. I was absolutely amazed at the excitement, and usefulness, of being able to communicate with people all over the world almost instantaneously. I felt right away that this would have great potential for language learning. I met Tom Robb (Kyoto University, Japan) and Lloyd Holliday (Monash University, Australia) online and we decided to launch a set of international e-mail discussions lists for ESL/EFL students (called the "Student Lists," a project which Lloyd and Tom are still running today). Later, I started writing *E-Mail for English Teaching*: I wasn't a computer expert then and I certainly don't consider myself one now. I was simply a person who knew a bit about using computers and found telecommunications wonderfully exciting. I admired the work of Bruce Roberts, who started the Inter-cultural Electronic



Ancient Communication: Hieroglyphics adorn the walls of the Tomb of Horemheb.

Classroom Connections project (http://www.stolaf.edu/network/iecc/), and CALL pioneers such as John Higgins, who wrote a wonderful book called *Language, Learning and Computers*.

Can you recall any inspirational experiences?

When we started the Student List project, I was greatly encouraged by the excitement and enthusiasm of the students. I'll never forget the comments of one student, a Polish guy living in Seattle, who told us that for the first time he really understood the meaning of writing--that writing was about passionately communicating his views rather than simply producing a grammatically correct sentence. I knew then that we were on to something good.

How were your early attempts at using computers in the classroom received?

I've been fortunate to always have the full support of students, colleagues, and administrators. In the Czech Republic, the Internet was just getting started, but everyone was greatly excited about it and did everything possible to help get things going. A year after that (fall 1994) I moved to the University of Hawaii and I got tremendous support from colleagues in the National Foreign Language Resource Center there, such as Richard Schmidt and David Hiple. And here in Egypt, where I've been since 1998, the enthusiasm for the Internet is unparalleled.

What are you doing in Egypt?

I'm the manager of educational resources and technology for the Integrated English Language Program (IELP-II) in Egypt. I work for AMIDEAST, which co-manages IELP-II under contract from the United States Agency for International Development. The overall purpose of IELP-II is to help improve English language teaching in Egypt through programs such as in-service and pre-service teacher education, program development, materials development, and so on. It's a huge project with 60 full-time staff and hundreds of part-time consultants. My job is to direct a large team of staff and consultants who are working with universities and the Ministry of Education to plan, design, implement, and evaluate appropriate uses of information technology for English teaching and teacher education.

What is the time span of the project?

IELP-II started in 1997 and will likely run until 2003 (a previous incarnation, IELP-I, was administered by another group and existed from the mid-1980s to 1996). Our main partners are the Ministry of Education (whose governmental schools teach English from 4th grade through high school), university faculties of education (who train and graduate future English teachers), and English for Specific Purposes (ESP) or Occupational Purposes (EOP) centers. We run a wide range of programs including teacher education programs on computers and the Internet, programs run via interactive video-conferencing, the production of a video series on best practices, and the use of interactive radio instruction (IRI) for teaching English to children in Egypt's one-room schools. At the inaugural conference of EgypTesol in November 1999, we were able to work with our new Educational Technology Special Interest Group to have Egypt's first "Electronic Oasis" (roughly modeled on TESOL Conference's Electronic Village). We also have a Web site for EgypTesol (www.egyptesol.org).

How has the project changed your view of technology in the ESL teaching context?

The project has reinforced my belief that CALL is not really about computers, per se, it's about people and institutions. If you want to have effective use of computers in a school or educational system, you need to work with teachers, students, and administrators to help shape their beliefs and visions and bring about real institutional change. Our greatest successes in Egypt have been in developing cadres of leaders who can develop the field of CALL for the 21st century in Egypt, though we still have many challenges in helping bring about long-term institutional change.

Mark Warschauer

What are the realities of electronic education in Egypt?

Access to the Internet is improving quickly in Egypt, but it's still far behind the US. No public university that I know of offers free unrestricted access and e-mail accounts to all its students, and certainly not dial-up connections. Few schools have stable, direct Internet access. Home dial-up access isn't bad, but any kind of broadband connection from home is virtually impossible, and is rare in universities or even businesses. In addition, local phone calls are billed by the minute, so if you're online a lot it can get quite expensive. In summary, you can certainly access the Net here, but not as cheaply, conveniently, or fast as in the States. All of this, plus large class sizes and limited numbers of computers, not to mention a very full and rigid curriculum at the K-12 level, means that it's much more difficult to implement Internet projects than in the United States. We're concentrating for now on helping teachers use the Internet for their own professional communication and development, and to slowly learn to use the Net in simple and practical ways with their students. Perhaps this is better, though--some of the best Internet projects I've seen were class e-mail exchanges done with a single computer used to send plain text e-mail. There is a need to keep Web sites simple and easy to download. I hope that all those who are creating them will please have pity on those of us around the world who are downloading sites at a slow rate and paying for access by the minute!

You are the creator of the "Papyrus News" e-mail news list. What is it?

Papyrus News is an e-mail news list on the global impact of information technology on language, literacy, and education. Basically, it's my way of sharing what I find interesting with colleagues around the world. I send out about 3-5 messages a week including short articles I find on the Internet, reports of new publications or conferences, interesting analyses, and so on. I also occasionally share my own papers, writings, or ideas. It's not a discussion list–just a one-way passing on of information. My motivation was to have a way to maintain contact with people around the world who share my same interests, which include CALL but also include broader issues of technology's impact on education, literacy, and society.

You are the co-editor of the Internet journal *Language Learning & Technology*. In what way is an Internet journal different to a print journal?

Our journal is in many ways similar to research journals published in print,.with some important differences. First, we are able to include multimedia (e.g., graphics, sound files, and occasionally video) to illustrate the points under discussion. Secondly, through hyperlinks, articles can take readers to more extensive data, media, or resources. Third, since the entire submission and review process is electronic, we can usually process and publish articles a bit faster than print journals.

What do you see as trends in the field of electronic ESL?

We can no longer only think of how to use the Internet to teach English, but we also need to think about how to teach English in order to help people learn to read, write, and communicate on the Internet. We term this notion "Electronic Literacies".

Your book, *E-Mail for English Teaching*, was published by TESOL in 1995. What role has TESOL played in your professional development?

TESOL has played an absolutely essential role in my professional development. Together with graduate school, it was my first TESOL conference in San Francisco in 1991 that really helped me start to understand the field of TESOL as a profession. Ever since then, TESOL conferences have been invaluable for me to stay in touch with new developments and network with colleagues around the world. Most recently, I became a member of TESOL's new "Virtual Professional Development Task Force," working together with some other TESOL colleagues to help develop a vision and plan for TESOL to make effective use of online resources to enhance teachers' opportunities for professional development.

How do *ALR* readers find out more about your work?

I try to keep a lot of my own papers, as well as links to projects I'm involved in (e.g., Papyrus News and *Language Learning & Technology*) on my Website, http://www.lll.hawaii.edu/markw. I do enjoy receiving e-mail from teachers and graduate students around the world, and readers are welcome to contact me at markw@hawaii.edu. For information on the Student List project see http://www.latrobe.edu.au/www/education/sl/sl.html and for Language Learning & Technology see http://polyglot.cal.msu.edu/llt/ You can find information on how to order *E-mail for English Teaching* at the TESOL web site: http://www.tesol.edu/

> "The project has reinforced my belief that CALL is not really about computers, per se, it's about people and institutions...you need to work with teachers, students, and administrators to help shape their beliefs and visions and bring about real institutional change"

Barry Bakin is an ESL mentor teacher in the Division of Adult and Career Education of the Los Angeles USD. He teaches at Van Nuys Community Adult School.

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Digital Voice Journals: Beyond Pencil and Paper

Randall Davis explores the potential of student journals created through multimedia.

The benefits of written dialogue journals are well-documented, and this tool has found its home in many classrooms around the world. Furthermore, the use of audiotaped dialogue journals has been explored, and electronic journals, such as e-mail exchanges, are finding a niche in the language classroom.

One relatively unexplored area with dynamic potential is the use of digital voice (and even video) journals to accomplish many of the same tasks as their predecessors and, like audiotaped journals, enhance the teacher-student relationship by adding a more humanistic quality to the exchange. Also, now that computers have permeated into many language classrooms, the use of digital audio and video will create more opportunities for teacher and students to exchange communications in new ways by combining the concept of journal writing with the Internet.

There are a number of software products available for preparing audio and video e-mail messages for use over the Web. One free example for audio is PureVoice (www.eudora.com/purevoice/), a audio recorder/player technology developed by QUALCOMM Inc. which can be downloaded from the Internet. This easy-to-use software allows users to create compressed digital sound files and send them as attachments via Eudora or other e-mail software programs.

Implementation of Voice Journals

Here are some basic steps for carrying out digital audio dialogue exchanges, but these steps can be adapted to the logistics of your course and hardware and software available. Whatever the case, teachers should make sure their computers meet the system and hardware requirements of any product they are considering. This study model is based on a situation for a class of about fifteen students with Internet access at school and the PureVoice player/recorder installed, an e-mail account (in this case, Hotmail, a web-based e-mail account), and a microphone for recording. Students, however, can do this assignment at home if they have the required hardware and software.

1. During the first few weeks of class, students are told that they will be required to send the teacher a voice journal entry once every two weeks for a total of five times. Students are given hands-on instruction on how to use the e-mail program and PureVoice recorder and player, and then they practice using the basic functions of these programs. Many schools provide e-mail accounts for their students on a network, but if your students only have Internet access, there are several free Web-based E-mail accounts your students can sign up for and use.

2. In their audio entries, students talk about five specific topics predetermined by the teacher which could include: (a) a basic introduction, (b) their experience learning English in their native country, or in the case of EFL settings, in their former schools; (c) travel tips they would give someone preparing to visit their home country, (d) their future educational and occupational goals, and (e) the most influential person in their life. Students are allowed to write out some of their ideas on paper in preparation for the recording, but they are discouraged from memorizing or reading from their notes word for word when creating the audio file. The more rehearsed the recording, the less natural it will sound, and the student will have a harder time demonstrating conversational repair strategies.

3. Students create the audio file (generally between 30 seconds and three minutes depending on the level of the student). While there is no limit as to the number of times students can record and re-record their journal entries before sending the final version, students are discouraged from doing so.

4. Students send the audio file as an e-mail attachment to the teacher by a set date. Depending on the teacher's workload, he or she could ask half of the class to e-mail the audio file one week, and the rest of the students complete the assignment the following week.

5. The teacher listens to the audio files, grades the assignment based on the criteria below, if desired, prepares an audio and/or written response, and then sends the response and any evaluation back to the student. Such an evaluation could be determined using certain criteria including: **(a)** Timeliness: the assignment was completed on schedule; **(b)** Content: the assigned topic is covered sufficiently based on the individual's ability level; **(c)** Accuracy: use of grammatical structures studied in class, which are related to the journal topic; **(d)** Fluency: use of circumlocution, hesitation pauses, and repair strategies when needed; **(e)** Vocabulary: depth and breadth of words used; **(f)** Development: improvement was made from each assignment to the next based on suggestions and corrections given by the teacher (e.g., selected aspects of pronunciation, vocabulary, organization and depth of ideas, etc.).

Future Considerations

The potential of audio journals has opened up new possibilities in language learning, building on the tradition of dialogue journals. There are even Internet sites such as ShoutMail (www.shoutmail.com) which allow users to send voice e-mail via a regular telephone, eliminating the need for a computer at all. As technology develops, video mail as a multidimensional learning tool, will become more of an attractive option by allowing for the expression of both verbal and non-verbal elements. [illegible] this case, both visual and auditory cues will provide a rich multisensory learning experience that should benefit learners with mixed learning styles. A whole array of learning and teaching possibilities for distance learning could benefit from audio exchanges as well.

Randall S. Davis, English Language Institute, University of Utah. You can contact Randall at randall@esl-lab.com

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Corporate Classrooms

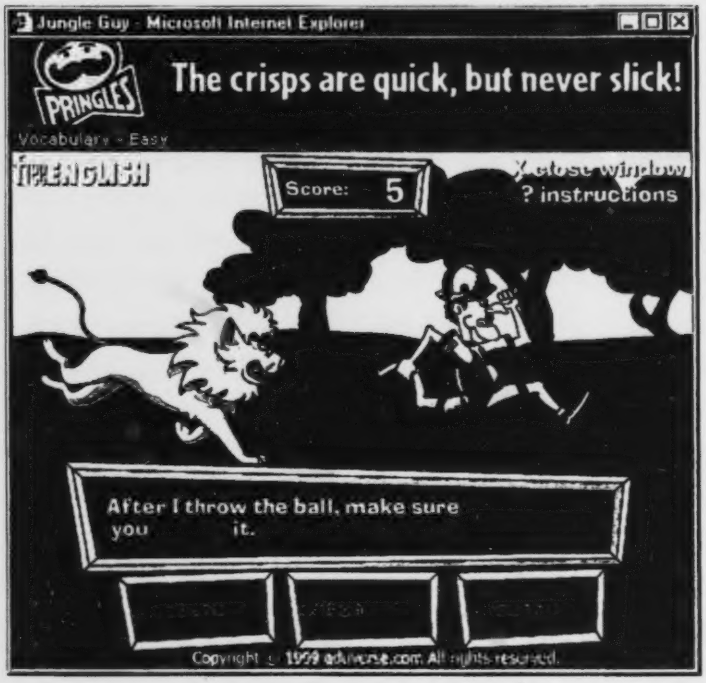
Step into any school, whether in the United States or overseas, and you will likely find some evidence of corporate sponsorship. It can be as innocuous as a vending machine in the school cafeteria or as obvious as advertisements placed in the washrooms. While this issue has been raising a lot of debate, educators have to carefully examine the corporate presence in the classroom and judge for themselves what it has to offer.

As controversial as it may be, corporate presence and involvement in education is not a new concept. Scholarships and donations have long been a part of the educational system in many countries. Nowadays governments and school systems around the world are faced with an ever-increasing challenge to meet the rising costs of education. To ensure that all students have access to high-quality education, corporations have responded with a number of less traditional funding models. Two examples of such partnerships between businesses and schools are ZapMe! Corporation of San Ramon, California and eduverse.com, a developer of educational software based in Reno, Nevada and Vancouver, British Columbia.

ZapMe! (www.zapme.com) has created one model that promotes a closer link between corporations and educators. Under their educational program, schools receive a computer lab with 15 workstations, high speed Internet connection, and a laser printer—all at no cost to the school. ZapMe! generates revenue by placing advertisements on the computer screen while students use the computer lab. Contrary to the popular belief that such advertisement solely promotes commercial products, the ZapMe! advertisements run at a ratio of 2-to-1 public service announcements vs. corporate commercials. This model has been adopted by over a thousand schools in America, with another six thousand schools on the waiting list. While consumer advocacy groups are concerned about the consequences of having promotional material in the school, the response from the participating schools shows that administrators believe the benefits of providing the students with computer equipment outweigh any possible disadvantages posed by exposure to commercial messages.

Another company promoting a closer relationship between corporations and educators is eduverse.com (www.eduverse.com). This software company believes its educational model, as it continues to develop, will allow anyone, anywhere to receive the instruction of their choice for free. They have created a number of interactive computer programs and games for English language instruction that are available for free. The company generates revenue by allowing corporate sponsors to embed their messages in the company's software products.

While their educational programs are available to the general public on their freeENGLISH web site (www.freeENGLISH.com), eduverse.com has also entered into partnership agreements with Ministries of Education in both Thailand and Malaysia, and is in discussions with Ministries of Education in Taiwan, Hong Kong, and China. Not only does the company provide free educational software for entire schools, but they also share the sponsorship revenue with the schools they partner with. These funds provide a much needed boost to a school's budget.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After I throw the ball, make sure you ____ it.

These two models illustrate a developing relationship between corporations and education. Should there be a greater corporate presence in the classroom? Those that oppose this type of advertising to students have stated that corporations have no place in the school system. Issues such as student profiling and privacy concerns have been brought up as contentious topics since such direct advertisements could leave the students vulnerable to sophisticated marketing and advertising schemes.

While these issues merit careful consideration, both ZapMe! and eduverse.com say that they are creating an education-appropriate environment. ZapMe! addresses the privacy concerns by insuring anonymity of their users, which is verified through regular third-party audits. As far as student exposure to direct advertisements is concerned, eduverse.com points out that they work very closely with their education partners to ensure that only appropriate advertising is displayed to the student within the company's products. The company views this advertising policy as socially responsible since, unlike the Internet, educators can monitor the content of advertising that the student is exposed to. In addition, as numerous studies show, students are now acclimatized to computer-based advertisements and accept advertising banners as a fact of Web surfing life.

As we walk around our schools, we should be aware of the increasing corporate presence and its associated benefits and risks. Since society will never completely be able to shield its children from advertising, we as educators can make billions of advertising dollars work for us in a socially responsible manner. Corporate sponsorship in the classroom can provide our students with an opportunity to receive free resources and equipment as long as partnerships between schools and business are carried out in an accountable and education-appropriate fashion.

Romona Perez is a freelance education writer based in Los Angeles.

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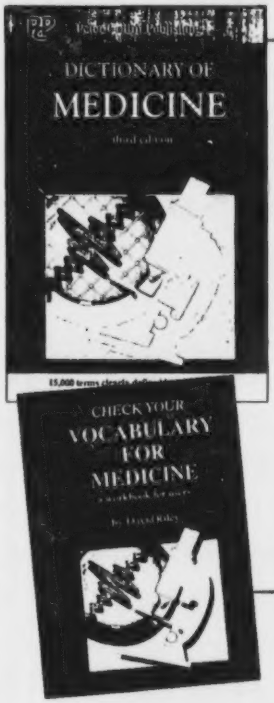

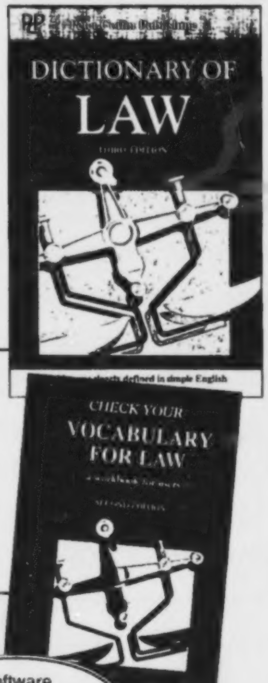

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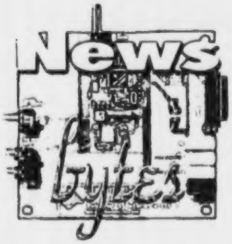


Welcome to Newsbytes, ALR's regular look at what's new in the world of language learning multimedia products and services.

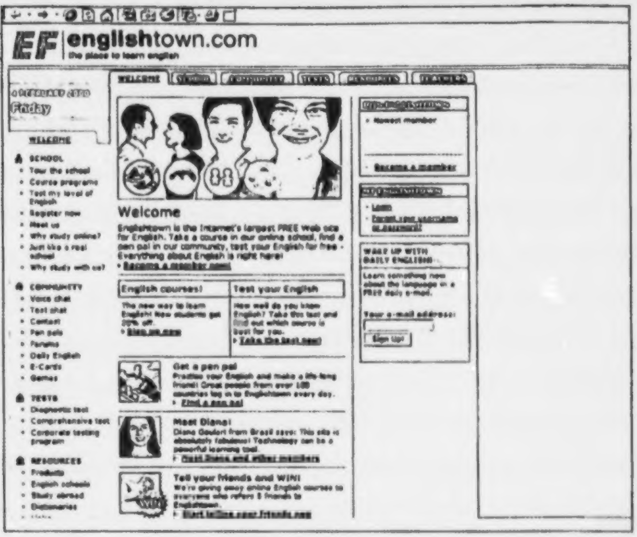
EF EDUCATION, the language training and travel giant, has announced a partnership with Lipstream, a provider of live voice communication over the Internet, to voice enable EF's educational Web site, Englishtown.com.

EF will use Lipstream's PC-to-PC live voice service to voice-enable English language classes currently offered at Englishtown.com, its free Internet English language website.

"Over the past 30 years, we have been able to develop a proven language-learning method and teach English to millions of students in our traditional schools and on the web," said Bill Fisher, president of Englishtown.com. "Real-time, live voice communication is a natural addition to Englishtown. With Lipstream's live voice service, students can now practice their spoken English online."

Englishtown.com allows students to enroll in teacher-led Internet courses, take tests, find pen pals, access educational resources and chat with other students in open and hosted chat rooms. Additionally, the site offers information on employment and educational opportunities around the world.

"Englishtown.com is an ideal platform for taking advantage of Lipstream's live Internet voice service," said Matt Jones, president and CEO of Lipstream. "Having the ability to learn English using your voice will allow EF to revolutionize the classroom learning experience on the Internet."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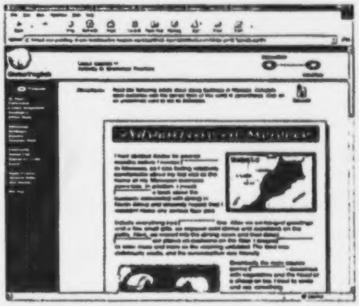
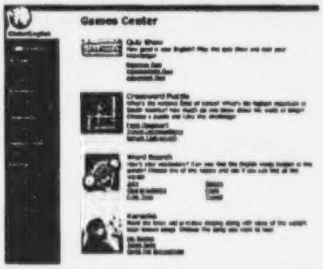
GLOBALENGLISH CORP., a provider of English language instruction via the Internet, recently announced the formation of an advisory board to coincide with the launch of their Web portal www.globalenglish.com

Members of the board include two former presidents of TESOL, Mary Ann Christison and Joy Reid, and this year's outgoing president, David Nunan. ESL's Internet guru, Dave Sperling, is also on the board.

"We're honored to have such an esteemed group of experts involved in the ongoing development of the Global English.com community," said Martin Rice, GlobalEnglish cofounder and vice president of product development. "Our work with the board gives us an invaluable window into the latest developments in English language instruction."

Rice said that board members would provide "advice and resources for the benefit of English language learners everywhere." Global-English Corp. is a venture backed, privately held company, which aims to provide ESL learners around the world with "convenient, affordable access to the highest quality, most effective English language instruction available."




Games Center

YET ANOTHER player, **eXLearn.com**, is planning to enter the Internet English market. eXLearn.com will launch its first portal in Japan followed by other sites in China, Hong Kong, Singapore, Malaysia, India and the Philippines. The portals will specialize in online instruction of ESL, technology and business.

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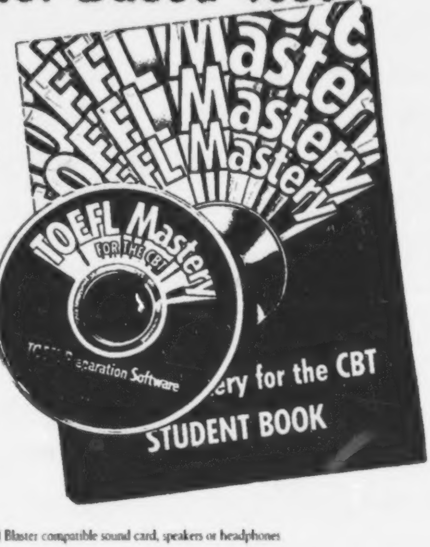

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Just when you thought you had heard it all!

"My son is under doctor's care and should not take PE today," wrote a parent. "Please execute him."

"Please excuse Mary for being absent," wrote another parent. "She was sick and I had her shot."

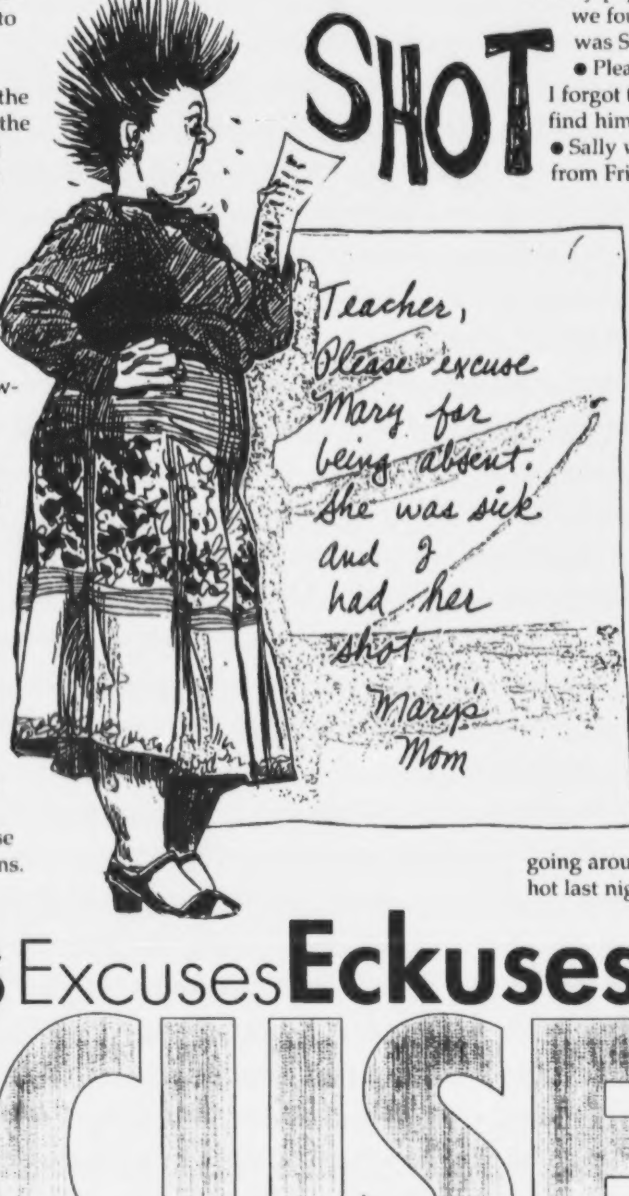
These drastic measures were inadvertently taken in notes written by parents to excuse their children's absences from school.

In all fairness to pupils throughout the land, I must point out that slaughtering the English language is a practice that is not limited only to students. An astonishing number of grownups blithely go about murdering the King's English without any inkling that they are committing a serious crime.

If you think that today's students aren't learning all they should, check out some of the writing miscreated by their moms and dads. The following are actual excuse notes received by teachers.

……

- Dear School: Please eckuse John being absent on Jan 28, 29, 30, 31, 32 and also 33.
- Please excuse Gloria from gym today. She is administering.
- Please excuse Roland from PE for a few days. Yesterday he fell out of a tree and misplaced his hip.
- John has been absent because he had two teeth taken off his face.
- Carlos was absent yesterday because he was playing football. He was hurt in the growing part.
- Mary could not come to school because she has been bothered by very close veins.
- Chris will not be in school cus he has an acre in his side.
- Please excuse Ray Friday from school, he has very loose vowels.
- Irving was absent this morning because he missed his bust.
- Please excuse Jimmy for being. It was his father's fault.
- I kept Billie at home because she had to go Christmas shopping because I don't know what size she wear.
- Please excuse Harriet for missing school yesterday. We forgot to get Sunday paper off the porch, and when we found it Monday, we thought it was Sunday.
- Please excuse my son's tardiness. I forgot to wake him up and I did not find him till I started making the beds.
- Sally won't be in school a week from Friday. We have to attend a funeral.
- My daughter was absent yesterday because she was tired. She spent the weekend with the Marine's.
- Please excuse Fred for being absent. He had a cold and could not breed well.
- Gloria was absent yesterday as she was having a gangover.
- Please excuse Burma, she has been sick and under the doctor.
- Maryann was absent December 11-16, because she had a fever, sore throat, headache, and upset stomach. Her sister was also sick, fever and sore throat, her brother had a low grade fever and ached all over. I wasn't the best either, sore throat and fever. There must have been the flu going around school, her father even got hot last night. - Richard Lederer



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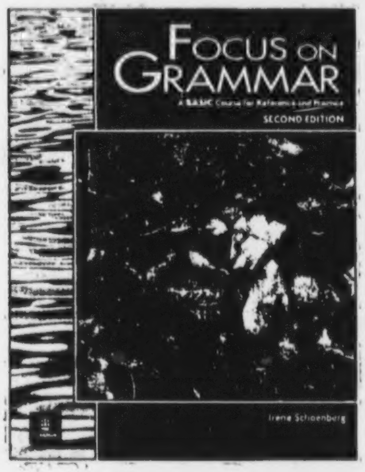
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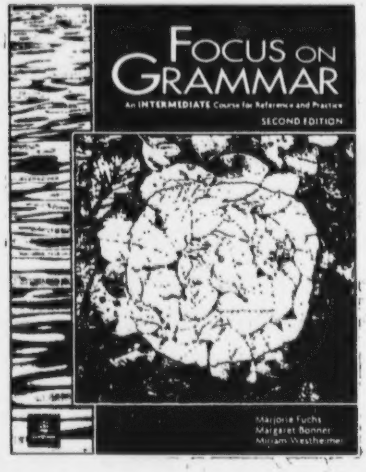
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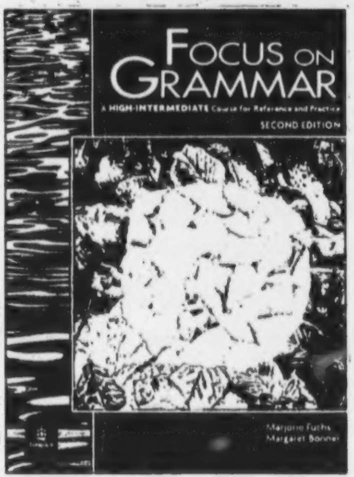
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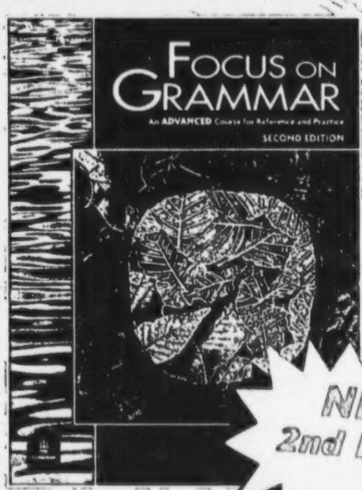
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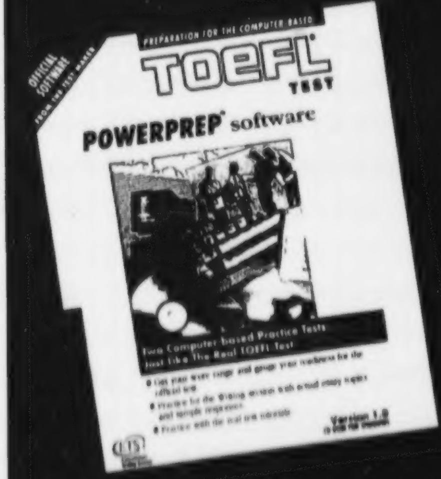
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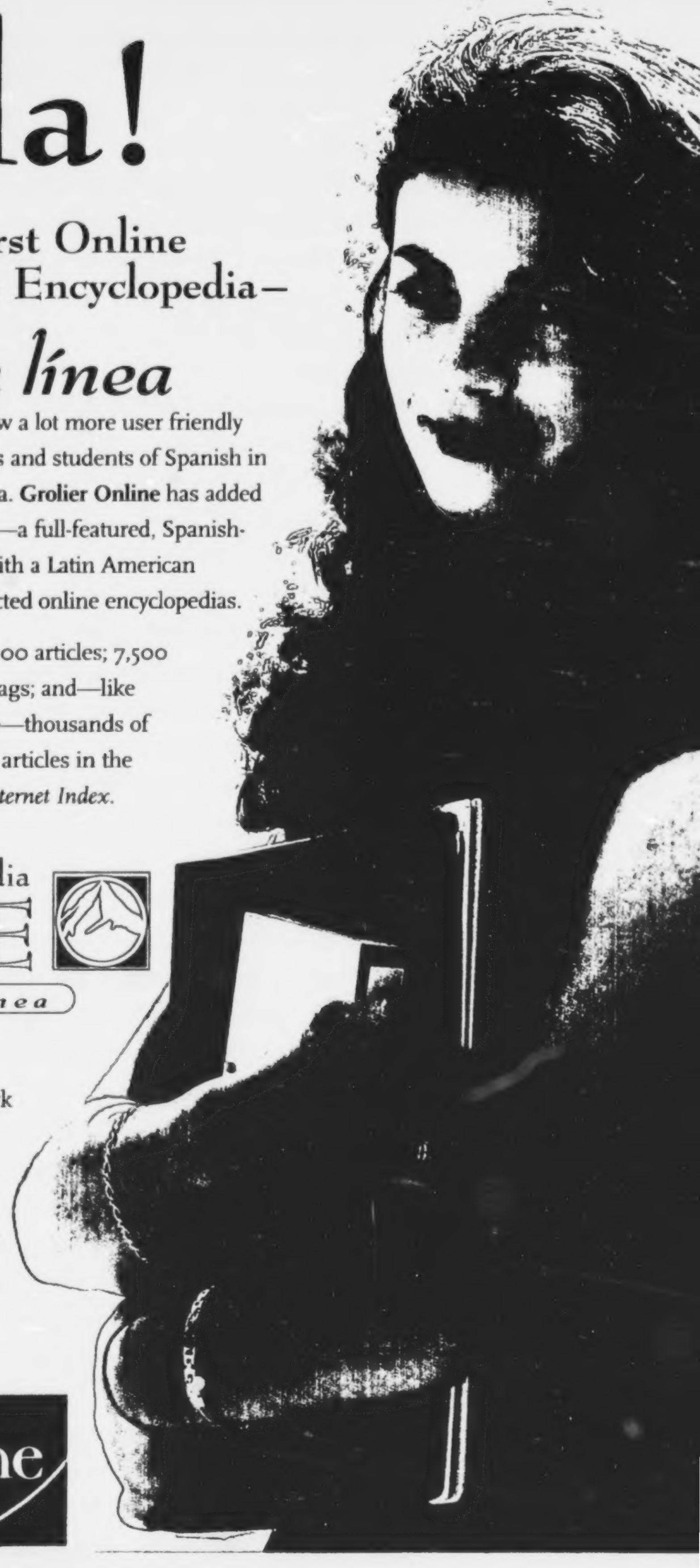

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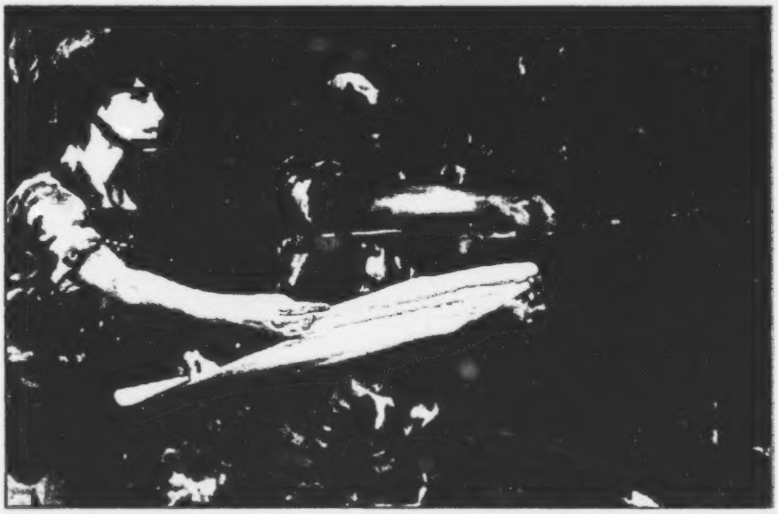

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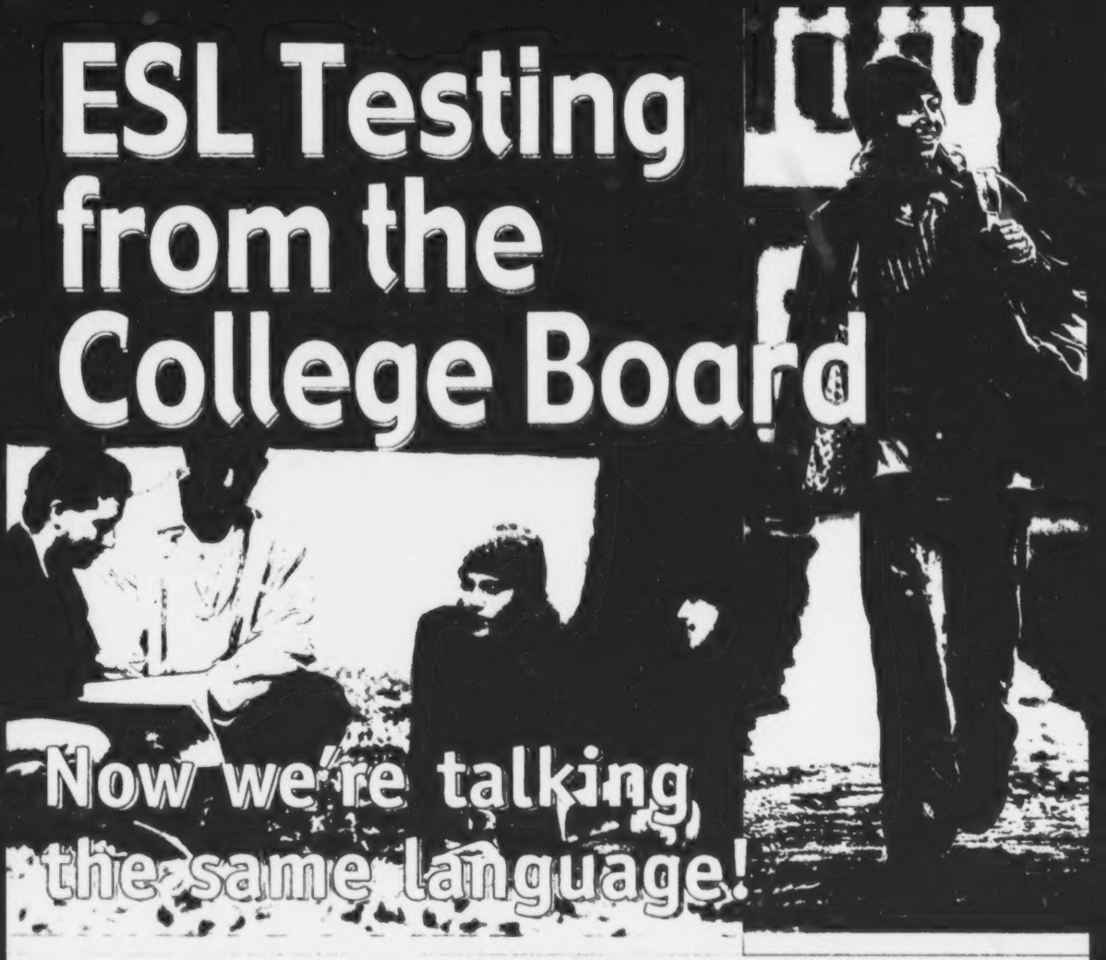
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Life's A Bowl Of Gumbo

YOU'D HAVE to be as numb as a hake (not very bright in Bar Harbor, Maine) to believe that we Americans all talk the same way. Whether you're a "sourdough" (born and raised in Alaska), a "web-footer" (a native of Seattle), a "yinzer" (someone with a very strong Pittsburgh accent) or a "vull" (a resident of Knoxville) our manner of speech is a critical indicator of who we are and where we come from.

Television and the all-pervasive influence of Hollywood notwithstanding, it appears that dialects in America, particularly in urban areas, are diverging. As linguist William Labov notes, "Linguistic diversity in American cities is increasing. It appears that the dialects of New York, Philadelphia, Detroit, Chicago, Saint Louis, Dallas and Los Angeles are now more different from each other than they were 50 or 100 years ago." But don't forget that an "accent" is what happens when two cars collide in Baltimore.

Much of our local usage of English derives from food-related terminology. In one memorable episode of *The Simpsons*, Homer pleads with Marge to be allowed to travel to "exotic" parts of the world where people eat "hoagies" or "grinders" instead of "subs". Indeed, if Homer traveled to Boston he could indulge in a "spooky" (a submarine sandwich; deriving from the Italian *spucadella*) or he could grab a "hero" in Noo Yawk. In Atlanta you can get a "lube job" while you leave the car at home (it's what happens when you go to a local establishment and wolf down a few chili cheese dogs). A "meat n'thray" is a restaurant offering a meat dish and three side orders in Nashville. "Sliders" are the best hamburgers in St. Louis and "soggies" are the best hotdogs in Providence. But if someone asks if you want beef in Honolulu you'd better watch out—it means they want to fight you!

Prevailing weather conditions also produce local variants of English. In Minneapolis it snizzles (snowing drizzle) and in the arid Mojave "Desert B.O." refers to the strange smell that occurs when rain hits the sand. The Amish in Pennsylvania ask each other "Make wet?" ("Is it going to rain?") In Los Angeles, "Shake and Bake" is not a meal enhancement but an earthquake on a hot day. Another seismic-related phrase is to "go Richter", when someone is very angry, which is, like totally uncool, dude. In polluted Phoenix, "smog dogs" are the local police units responsible for checking auto emissions. In Miami, a messed-up room or place "looks like Andrew hit it" in memory of the destructive hurricane that caused a great deal of damage in South Florida.

The way we describe other people also defines our local culture. "Granola people" are hippies in Portland, Oregon; "Bennies" are tourists from North Jersey (as described by people in South Jersey); an "RM" in Salt Lake City is a "Returned Mormon Missionary" and a "coyote" in San Diego smuggles people over the border from Mexico into the USA.

So if you're "gettin' ill" (angry in Raleigh) or "getting RIFed" (Reduction In Force—government layoffs in Washington DC), just remember that things will turn out "diggedy dank" (really good in San Francisco). After all, life's a bowl of gumbo, as the folks in New Orleans say, meaning that we never know what to expect from one day to the next.

Ben Ward, Editor

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The Magazine for Language Teaching Professionals

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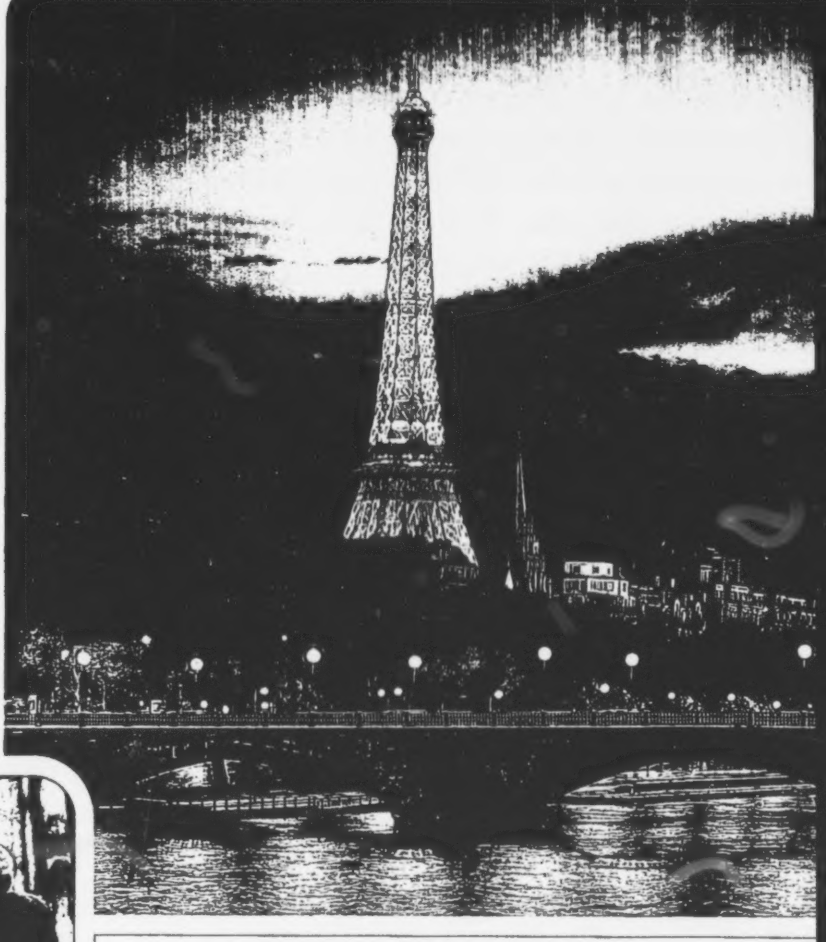

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The Use Of Force In Education Is Not Positive

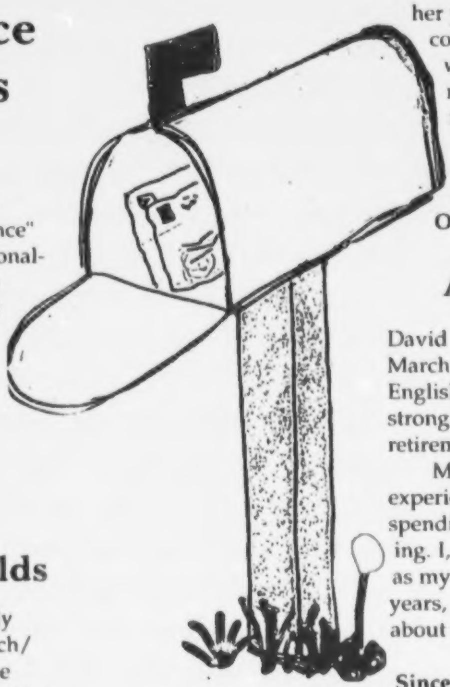
I have a concern after reading Gordon Rich's recent article "Mandatory Sentence" (*ALR*, March/April 2000) today. I personally do not feel that forcing an inmate to participate in "learning" is going to be a positive experience. Inmates have related to me that concentrating on anything is very difficult due to all of the noise and distractions.

Sincerely,
Hope Sykes
Dunseith, North Dakota

Thriving In Two Worlds

The story of Julie Conde and her family ("The Best of Both Worlds", *ALR*, March/April 2000) was a refreshing look at the practical side of teaching languages and living abroad. I most enjoyed Julie's candor and honesty about living life as a missionary family, raising her young children to be bilingual and to appreciate the community they lived in. Opinions about the right and wrong way to teach our children to be bilingual are many but it seems one family has interpreted a formula for success.

Yours sincerely,
Brenda Marshall,
Ontario, Canada



A Dose Of TEFLers' Reality

David Kornegay's article "Castles In Spain" (ALR, March/April 2000) offers anyone interested in teaching English, or any other language for that matter, abroad a strong dose of reality in the fact that financial security upon retirement may not be as secure as we'd all like to believe.

Most of us believe that teaching overseas is full of life experiences, the romance of living in another country, spending little thought on the inevitable day we stop teaching. I, like David, am not an investment professional but, as my goal is to teach overseas within the next couple of years, I welcome his advice about investing and being wise about money matters.

Sincerely,
Jim O'Dowd
El Paso, Texas

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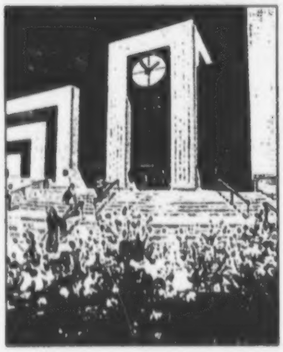

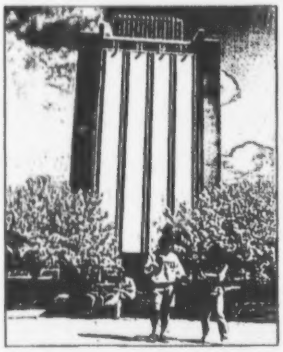

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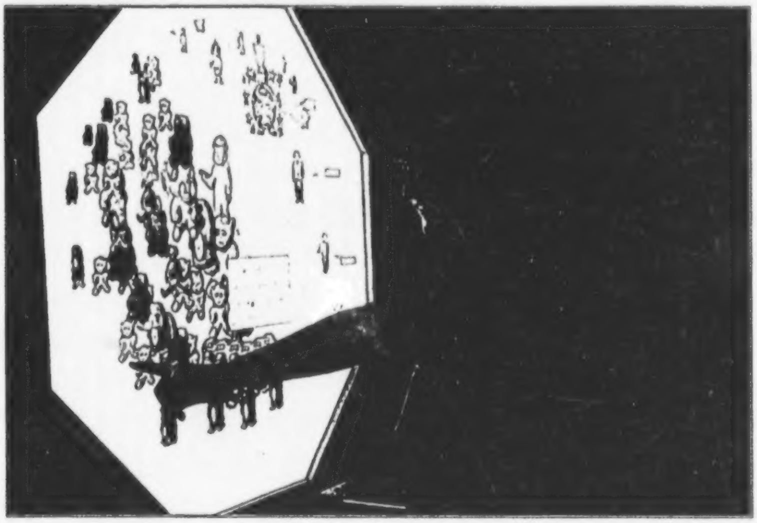
Xerox Research Center Provides Glimpse Into the Future of Reading



Hands On Experience: Two students at the San Jose Tech Museum of Innovation. The exhibit will run through Sept. 17. For more information on "Experiments in the Future of Reading" go to www.parc.xerox.com/xfr.

PALO ALTO, Calif: Xerox Corporation's Palo Alto Research Center (PARC) announced the launch of its "Experiments in the Future of Reading" exhibit at the San Jose Tech Museum of Innovation. The installation, which opened March 1, provides visitors with a glimpse into the future of reading through exhibits such as a dog that reads to you and a room-sized comic book that allows readers to walk through the story.

"Experiments in the Future of Reading" explores the relationship between new media technologies and reading experiences. By incorporating a range of the research projects underway at PARC, the exhibit demonstrates the creative process involved in technology development and offers an insight into Xerox' research. This exhibit builds on the assumption that reading is a key element within knowledge sharing," said John Seely Brown, director of PARC and Xerox chief scientist.

"It is our belief that the future of reading will not focus purely on hand-held devices," said Rich Gold, manager of the research group that designed and built the exhibits. "Instead, we predict that in the future the medium will blur, with content and technology enabling a new array of possible reading experiences."

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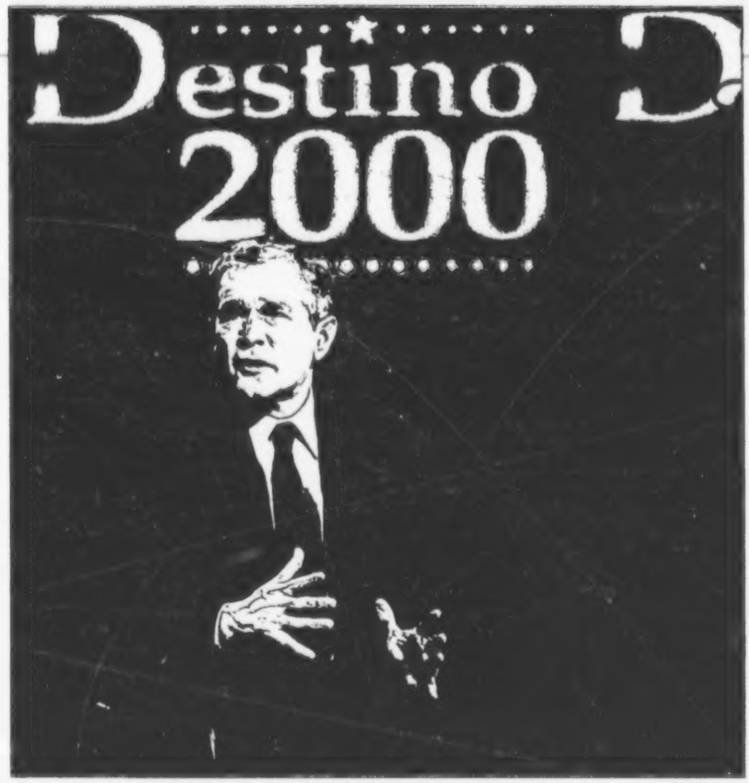


George W. Bush defines policies on key educational issues

Presidential Hopeful's Platform Includes Education Funding

LOS ANGELES: During his appearance in the country's first ever Spanish-language town hall meeting on February 24 with Univision, Texas Governor George W. Bush stated that "the schools must prove to us that the dollars spent are well spent...that there is basic education being delivered." He continued, "If so, we'll reward the schools including those Title I schools with bonus money. But if not, if after a reasonable period of time it is clear that your children are trapped in mediocrity, the money should go to you, the mother (addressing questioner), and not the school so you can make a different choice for your children."

Governor Bush also talked about the need to allocate more federal funding to college and university programs such as Pell Grants. Education spending has been one of the key issues of debate between Bush and his Democrat rival, Al Gore. Gore has promised to make education one of his priorities should he be elected to office.

Words Over Wampum

MASHPEE, MASSACHUSETTS: Wampum is a word that has been used by generations of Algonquin Indians. Made from quahog shell, wampum, which also means money, was used as jewelry. But now the words "wampum" and "jewelry" cannot be used together without infringing on a trademark.

Members of the Mashpee Wampanoag Tribe were horrified to discover that a local businesswoman had registered the term as a trademark in 1986. "Our language supersedes any claim she has on the word," said Mashpee Chairman Glenn Marshall. The tribe's attorney, Judith Shapiro, is investigating the tribe's options. "A language is the heart of a culture, and in Mashpee it is an active, live tradition which cannot be taken away," Shapiro said.

Homing In On Teachers

TEACHERS IN BOTH the private and public sectors could soon qualify to homes at heavily discounted prices with low down payments.

A new law, currently under review in the U.S. House of Representatives, would enable large numbers of middle-income public employees and private school personnel to buy homes in the communities where they work. The legislation is part of the American Homeownership and Economic Opportunity Act of 2000, a bipartisan housing reform package.

Under the bill, teachers will be able to obtain mortgages with 1% down for up to $219,849 in the continental United States through the Federal Housing Administration (FHA). The maximum loan limit will be higher in the expensive housing markets of Alaska and Hawaii.

To qualify, teachers and school administrators would have to be "employed on a full-time basis... in a public or private school that provides elementary or secondary education" and must not have owned a home in the local school district during the prior year.

Public and private school teachers would also be able to buy houses at 50% discounts off appraised market values and with $100 down payments. To qualify for this rate, teachers would have to agree to use the house as a principal residence for at least three years. Teachers who use FHA-insured mortgages could qualify for down payments of $100 cash.

Under the "Neighborhood Teachers Act," section of the bill, qualified teachers would be able to buy houses that the Department of Housing and Urban Development owns because of defaults or foreclosures by prior FHA borrowers.

Legislators are hoping that the deals could be available as early as late 2000.

North Carolina Is Struggling To Keep Up With Teacher Demand

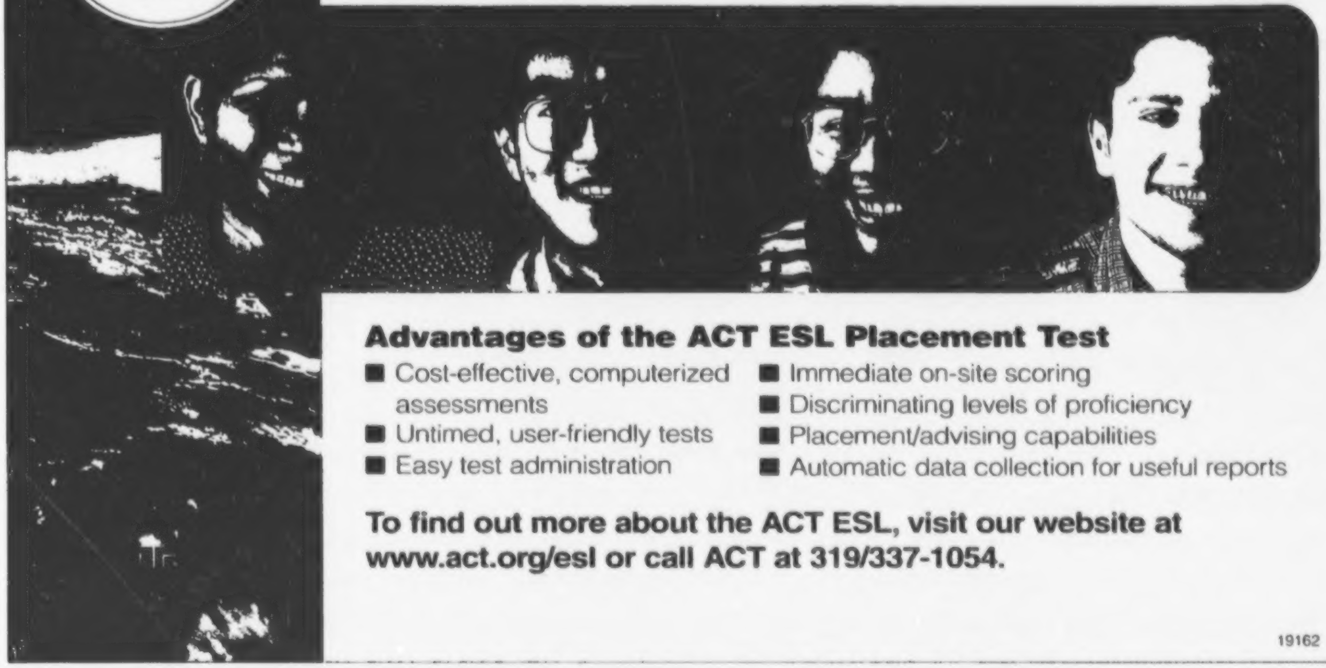
RALEIGH, NORTH CAROLINA: The State is finding it difficult to keep up with the demand for English teachers who can teach second language courses to a growing foreign student population. There are about 700 teachers involved in helping the State's 37,000 foreign students learn English, officials said. One possible reason for the shortage: A starting salary of c. $14,000.

Japanese Students More Outgoing

JAPANESE STUDENTS may appear to be reserved in overseas English language programs, but Mary Jerome of Colombia University's American Language Program thinks they are becoming more outgoing.

"When I began teaching, there had to be a lot more encouragement for Japanese students to participate in class and to be willing to speak," said Jerome, who has taught at Columbia for 25 years. "Now, Japanese students don't need that much encouragement. They're becoming more outgoing, more willing to talk and participate. We have Japanese students who say, 'I disagree with you.'"

Jerome added that Japanese students excelled in writing tasks and in their knowledge of grammar.



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Language Evolution Or Dying Traditions?

Most people find dialects intriguing. At the same time, they have lots of questions about them and often have strong opinions as well. Probably the most common question we encounter about the condition of American dialects is, "Are American dialects dying, due to television and the mobility of the American population?" Certainly, media, transportation, and technology have radically compressed the geography of the United States and altered American lifestyles over the last century. So what effects do these significant changes have on America English dialects? What about the future of American dialects as English assumes a global role? **Walt Wolfram** and **Natalie Schilling-Estes** discuss:

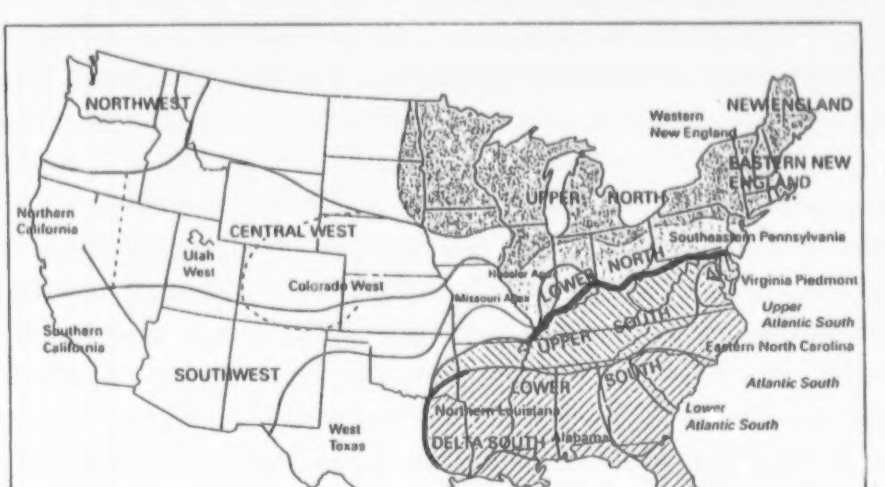
The State of American Dialects

Basic Dialects of American English

The methodical collection of data on regional dialect variation in America began in earnest in the 1930s when the Linguistic Atlas of the United States and Canada was launched and dialectologists began conducting large-scale surveys of regional dialect differences. This effort was buoyed in the 1960s through an extensive national survey that has now led to the publication of the first several volumes of the six-volume *Dictionary of American Regional English* (Cassidy 1985, 1991, 1996), the premier reference work on regional American English dialectology. These surveys focused on the regional vocabulary of older lifetime residents of rural areas and so captured a picture of dialect differences as they existed in the late nineteenth and early twentieth century. The result was a number of useful dialect maps of the primary and secondary dialect areas of the mainland US, including the one featured below.

To a large extent, traditional dialect divisions in the US reflect differences first established in Colonial America by people from different parts of the British Isles. These differences were cemented in early cultural hubs such as Richmond, Philadelphia, Boston, and Charleston and later diffused outward as English speakers moved inland. But do these differences still hold at the beginning of the twenty-first century, after a century of demographic shifts, economic growth, and sociocultural change? Linguist William Labov and his colleagues at the University of Pennsylvania are currently conducting an extensive telephone survey of dialect pronunciations throughout the US. Though still ongoing, his survey reaffirms the persistence of the same major dialect boundaries that were established in earlier studies. However, Labov's research reveals more than the mere maintenance of fundamental dialect boundaries; it shows that in some ways the major dialects of the US are actually becoming more different from one another rather than more alike.

In large Northern cities such as Chicago, Detroit, Cleveland, and Buffalo, certain vowel pronunciations are changing in ways that distance them from Southern vowels. For example, the *augh* sound of a word like *caught* is now pronounced more like the vowel of *cot*. Meanwhile, a word like *lock* sounds something like *lack*, while *tack* sounds a little like *tech*. At the same time, Southern vowels are changing in different ways. For example, *red* sounds something like *raid*, and *fish* sounds almost like *feesh*. So much for the presumed homogenization of Northern and Southern speech.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Atlantic South
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Lower Atlantic South
West Texas
DELTA SOUTH
Alabama
Southeastern Louisiana
Southern Florida

[from Carver, C. (1987) *American Regional Dialects: A Word Geography* (University of Michigan Press, p. 248]

Changing Trends in Dialects

The continuity and enhancement of basic dialect boundaries during a century of demographic and social change is certainly a feature story, but there are some sidebars that point to change in the dialects of American English as well. Several factors have had a significant impact on the repositioning of American English dialects at the turn of the millenium. These include changing patterns of immigration and language contact within the US, shifting patterns of interregional movement within the US, and expanded transportation and communication networks. To go along with these demographic and technological developments, changes in social structure and cultural values have affected the development of dialects.

STATES OF AMERICA

> "'Are American dialects dying, due to television and the mobility of the American population?' Certainly, media, transportation, and technology have radically compressed the geography of the United States and altered American lifestyles over the last century."

Language Contact

One of the factors that has always contributed to the distinctive flavor of American English stems from the influence of other languages, from the earliest Native American influences on the vocabulary of general American English (e.g. *raccoon*, *moccasin*, *pecan*, etc.), to the later influence of Scandanavian languages on the pronunciations of the Upper Midwest, to the influence of African languages on Ebonics. But the languages influencing American English change as the cultural mix changes.

The languages of more recent immigrant populations from Asia and different areas of the Hispanic world are now affecting English just as various European languages have done throughout the history of the US. Furthermore, new ethnic varieties of English are arising from more recent language contact situations. For example, there are various types of Hispanic English in regions of the Southwest and Southeast with heavy concentrations of Hispanics. And these dialects are spoken not only by those who learn English as a second language but by those whose first and primary language is English as well.

Long-established ethnic varieties also change, as patterns of contact among ethnic groups shift. The desegregation of ethnic communities is an on-going process in American society that continually brings speakers of different groups into closer contact. However, the result of contact is not always the erosion of

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ethnic dialect boundaries. Ethnolinguistic distinctiveness can be remarkably persistent, even in face of sustained, daily inter-ethnic contact. Ethnic dialect varieties are a product of cultural and individual identity as well as a matter of simple contact. One of the dialect lessons of the twentieth century is that speakers of ethnic varieties like Ebonics not only have maintained but even enhanced their linguistic distinctiveness over the past half century. In addition, Ebonics has become a supra-regional dialect that unites African Americans across urban and rural areas that range from Boston to Los Angeles.

Population Movement

Dialect boundaries often follow the migratory routes of the major population movements. Historically, the significant migrations of English-speaking people in the U.S. have run along east-west lines. However, the last half of the twentieth century was characterized by some different patterns of population movement. For example, some areas of the South have been inundated by speakers from Midland and Northern dialect areas. At first glance, the effect of this trend seems enormous, especially in areas such as Miami, Houston, and the Raleigh-Durham area of North Carolina, where Southerners are overwhelmed by non-Southerners to such a degree that it is becoming increasingly rare in these areas to locate young people with genuine "Southern accents." But there are also factors that work to counter the "dialect swamping" that may result from such situations.

Many Southerners view their dialect as a strong marker of regional identity and a source of cultural pride. Such feelings may help preserve certain dialect features even in the face of massive linguistic pressure from outside groups. Dialectologist Guy Bailey and his team of researchers have found that some Southern dialect features in Oklahoma and Texas, including the use of *fixin' to* in *They're fixin' to go the mall*, have persisted and even spread in the face of increasing settlement by non-Southerners. The nature of regionalized American English is certainly changing, but we can hardly say that regional dialect forms are subsiding.

Expanding Transportation and Communication Networks

The broadening of transportation and communication networks throughout the twentieth century now provides access to even the most remote dialect areas. These locations were once the sites of some of America's most distinctive dialect traditions. A potential linguistic consequence of this increased accessibility is *dialect endangerment*, in which a distinctive variety spoken by relatively small numbers of people in a once-isolated community is overwhelmed by encroaching mainstream dialects. For example, a number of island communities on the eastern seaboard of the US are currently in grave danger of extinction. These communities have been transformed from small, self-contained marine-based communities into service-based tourist meccas in a matter of decades. The traditional dialect features of some of these communities are receding rapidly, often within a couple of generations. At the same time, though, some communities, or subgroups within a community, may maintain and even enhance certain noticeable dialect features in order to distinguish themselves from outsiders.

> "Some dialect features may spread out from a central area in a fairly straightforward way, like ripples in a pond, others may 'jump' from region to region."

Shifting Cultural Centers

Throughout its history, the US has undergone a number of major population shifts as its economic and social structures have changed. In the process, its centers of cultural influence have shifted as well. In the latter part of the twentieth century, the major stream of population movement is no longer toward the heart of the city but into the suburbs. As cultural centers shift, so too does the locus of linguistic change. Important dialect changes often are now initiated in the suburbs, not the city proper. For example, sociolinguist Penelope Eckert of Stanford University has shown that some of the most innovative speakers in the North are suburban teens—not people from the middle of the city. In addition we find that dialect features may spread across geographic space in different ways. Whereas some dialect features may spread out from a central area in a fairly straightforward way, like ripples in a pond, others may "jump" from region to region. For example, the pronunciation changes affecting some Northern cities have been shown to spread from one major metropolitan area to another, skipping intervening areas of low population.

Populations in particular locales may also carve out new dialects as they develop a sense of regional identity. Many of the earliest maps of the United States show less dialect distinctiveness as we move from east to west, reflecting the relatively late arrival of English-speaking groups on the West Coast as well as increased dialect mixing during westward expansion. But this is changing. Linguists and non-linguists alike are recognizing quite distinctive dialects on the West Coast, including California English, whose influence has spread among young speakers throughout the US. One of the most distinctive features of this dialect (characterized in pop culture as "Valley Girl Talk" or "Valley Speak") is the pronunciation of statements with rising rather than falling intonation, so that a statement like *"We went to the movies yesterday"* sounds like a question: *We went to the movies yesterday?*

American Dialects in the New Millennium

Even as some traditional American dialects recede, new ones appear, reflecting the changing dynamics of American demography and social structure. But the present contours are deeply embedded in the historical origins of American English, and future developments no doubt will take their cues from the present dialect profile. Dialects mark the regional and cultural cartography of America as much as any cultural artifact, and there is no reason to expect that they will surrender their emblematic role in American life in the future.

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Walt Wolfram is the William C. Friday Distinguished Professor of English linguistics at North Carolina State University, and Natalie Schilling-Estes is a sociolinguist at Georgetown University. They are the authors of *American English: Dialects and Variation*.

New Accrediting Agency Is Providing Quality Assurance

The Commission on English Language Program Accreditation (CEA) was incorporated as an independent accrediting agency for English language programs and institutions in the United States in October 1999. Accreditation is a process by which experts in a particular field determine common standards and choose to regulate themselves according to those standards. CEA's birth was a result of many years of interest and hard work by members of the TESOL profession. As a specialized agency, CEA meets the needs of the profession in providing a means to assure quality English language instruction in the U.S. and represents best practices in the field of accreditation. CEA has strong support in the community of interest, with over 70 English language programs and institutions currently seeking accreditation.

English language teaching professionals have discussed the need for an accrediting agency for many years. In the early 1990s, it appeared that the U.S. Immigration and Naturalization Service (INS) was going to require the accreditation of independent English language schools and that it might also require accreditation for intensive English programs (IEPs) within accredited institutions. In response to a specific request by the American Association of Intensive English Programs (AAIEP), Teachers of English to Speakers of Other Languages, Inc. (TESOL) convened the Accreditation Task Force in 1993 to investigate the need and support for a specialized accrediting agency. Task force members represented AAIEP, NAFSA: Association of International Educators, TESOL, and the University and College Intensive English Programs (UCIEP). Two surveys to determine support for an accrediting agency were conducted. At the same time, TESOL contacted the U.S. Department of Education, Post-secondary Accreditation Evaluation Branch, to better understand requirements for recognition by that agency, and worked with accreditation consultants to establish a timeline and determine cost implications for the creation of an accrediting agency.

In 1995, the Task Force presented survey results to the TESOL Board and recommended that it would be feasible and desirable for TESOL to develop an accrediting agency. The Board approved the request and formed an Accreditation Advisory Committee. The charge was to draft standards and create the structure for an accrediting agency for intensive English programs in the U.S. Members of the committee represented both university/college-based and independent IEPs, as well as higher education in general, so that the standards would fulfill the needs of the various types of programs. An experienced accreditation consultant was engaged to help with the project. The Advisory Committee met three times a year from 1995 to 1997 and presented the first draft of proposed standards in March 1997. Input

CEA: Michael Steadman, Treasurer, Janet Constantinides, Chair, and Rosslyn Smith, Chair-elect.

The growing recognition of the need for common standards for Intensive English Programs has culminated in the creation of a new agency. **Teresa O'Donnell** reports.

on the standards was encouraged and directly sought from the leadership of AAIEP, NAFSA/ATESL, TESOL, and UCIEP. During the development of the standards, administrative and governance structures for an accrediting agency were determined.

Important to the development of the agency was the continued contact with the U.S. Department of Education (E.D.) and the INS. In setting its timeline for seeking E.D. recognition, the Advisory Committee was acutely aware of the impact of timelines for proposed INS regulations governing F-1 student visas. INS reported that it would most likely require independent English language institutions to be accredited by an accrediting agency recognized by the U.S. Secretary of Education and that the final regulations were imminent. In October 1997, the committee requested that the Advisory Committee become the "TESOL Commission on Accreditation" (TCA) so that the accreditation activities could begin. The Board approved, and members of the former Advisory Committee became the first commissioners of the new agency. The final standards were presented as the TCA Standards for Intensive English Programs: IEPs began to apply for TCA accreditation, and potential reviewers were solicited for training. TCA held its first accreditation and reviewer training workshops in March 1998 at the TESOL Convention. Seventy IEPs sent representatives and 60 potential reviewers were trained. IEPs submitted review plans and began working on their self-study reports.

At the same time, the Commission and the TESOL Board began to discuss what the relationship between TCA and TESOL should be. Discussions took place throughout the summer and fall, but by the end of the year, there was still no agreement. Commission members held firm in their belief that the accrediting agency should be separately incorporated from TESOL. Some commissioners were ending their terms of service and others resigned, so that by the end of January 1999 there was no Commission, and accreditation activities were suspended. Following strong input from the field at the TESOL convention in March, the new President of TESOL, David Nunan, determined to renew negotiations. Leaders of NAFSA: ATESL, AAIEP, and UCIEP were asked to take part in these new discussions.

At its June meeting, the TESOL Board voted to start discussions regarding the separate incorporation of TCA. One condition required by TESOL was that it maintain ownership of the name "TESOL Commission on Accreditation" and the acronym "TCA." TESOL also required that the new accrediting agency not use the name or the acronym, "TESOL." A new name for the agency was chosen by those involved in the discussions, a transfer agreement was signed, and in October 1999 the Commission on English Language ➤➤

Program Accreditation was incorporated.

All members of the former TCA Commission returned for the first two meetings of the Commission, along with five newly appointed members. At a December meeting, three university-based IEPs (Eastern Washington University, Georgetown University, and the University of South Carolina), which had already submitted self-study reports and undergone site visits, were accredited. The Commission also began a revision of its materials to reflect the new name and to reflect requirements that were clarified by the INS representative at the TESOL Convention in March. CEA would need to be recognized by the E.D. as an "institutional" accrediting agency and provide institutional accreditation for independent IEPS. Another announcement at that meeting was that INS would probably not require university-governed IEPs to be programmatically accredited.

The suspension of activities, the change to an independent agency, and the clarification from INS meant that those programs and institutions that had participated in TCA accreditation needed to be given a choice as to whether they wanted to continue with the accreditation process under CEA. CEA and TESOL staff worked together to inform "in-process" IEPs of the process to transfer to CEA. By the end of April 2000, over 70 programs and institutions, some new to the process, were participating in CEA activities, six site visits had taken place, and three others were scheduled. The Commission planned to review additional programs for accreditation at its May meeting. Once there are sufficient numbers of sites accredited, CEA will constitute its Constituent Council, to which each accredited program or institution can appoint a representative. The Constituent Council will provide input to the Commission and will have responsibility for working with the CEA Nominating Committee to nominate and elect commissioners.

Both English language programs and English language institutions may apply for CEA accreditation. A "program" is defined as an intensive English program that resides within an already accredited institution, such as a university- or college-governed program. To be eligible for accreditation, the program must:

- be a postsecondary program and offer instruction in the United States;
- offer students a minimum of 18 hours per week of English language instruction (1 hour = 50 minutes);
- have a curriculum designed to serve the needs of nonnative speakers of English;
- allow for the differentiation of participants by level of English language proficiency;
- offer instruction on an on-going basis for at least 8 months of each calendar year.

An "institution" is one that contains an IEP and is not accredited by any other body. Such an institution is independent in governance from a university or college although it may function on a contractual basis with the larger institution. The English language institution must contain an IEP that meets the same requirements as those listed above. Currently, over half of the participants in CEA accreditation are university- or college-governed.

The CEA Standards for English Language Programs and Institutions form the basis for all CEA accreditation activities. The 52 standards are divided into 10 standard areas: Mission; Curriculum; Faculty; Administrative and Fiscal; Student Services; Recruitment; Length of Program of Study; Student Achievement; and Student Complaints. A program or institution must respond to each standard within each area, showing how it meets each standard and supporting its comments with documentation. Workshop training and CEA materials suggest ways to indicate how the standards are met. CEA has a required template for submission of the self-study, which seems to make it easier for the sites to prepare their reports and for reviewers to read them. The self-study process culminates in a visit by a three-person review team, which acts on behalf of the Commission to verify what is said and documented in the site's report. The Review Team Report and a response from the site, along with the self-study report, form the basis for the Commission review. Accreditation is granted to those sites that comply with the standards.

> "Once there are sufficient numbers of sites accredited, CEA will constitute its Constituent Council, to which each accredited program or institution can appoint a representative."

Now that CEA is fully-involved in its accreditation activities, it plans to seek recognition by the U.S. Secretary of Education in 2001. A new E.D. regulation, which goes into effect in June 2000, requires accrediting agencies to have functioned fully for two years before submitting a petition. CEA has been assigned an E.D. staff analyst and continues its on-going communication with the department. In the meantime, accreditation by CEA has validity as a mark of quality. It provides students, their sponsors, and the public with assurance that accredited programs and institutions meet quality standards developed by the community of interest. Many accrediting agencies that developed within membership associations are not recognized by the E.D., nor do they have to be. Only those agencies that have a "federal link" can petition for such recognition. For many agencies, including the large regional agencies, the link is through the Higher Education Act, Title IV, which requires schools that distribute student to be accredited by an E.D. recognized agency. For CEA, the link is through the INS.

The next few years in the development of CEA will include refining procedures, validating and assuring the reliability of the CEA Standards, and preparing the petition for E.D. On-going evaluation methods are in place, and input from the sites under review and from the site reviewers are helping to further refine procedures. CEA will continue to focus on meeting the needs of the English language teaching community, while maintaining the quality of its own procedures. In the meantime, those programs and institutions currently involved in the CEA accreditation process have already noted its benefits. Going through the self-study and review process brings faculty and administrative staff together in a project that has great benefits—the improvement of the program or institution and, through accreditation, the public recognition of its quality.

Anyone interested in more information about accreditation by CEA can access the CEA web-site at www.cea-accredit.org or may contact CEA at the address below. An accreditation workshop will be held in San Diego on June 3 and again on November 15, in the CEA's Alexandria offices.

Teresa D. O'Donnell, Executive Director, Commission on English Language Program Accreditation, Alexandria, Virginia.

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Networking Is Crucial To Program Success

Barbara Stipek discusses the pivotal role of the Association of American Intensive English Programs for administrators of IEPs.

In my early years as an Intensive English program director, I found that it could sometimes be an isolating line of work. I loved the rapport that I had with my teachers and with the personnel on campus, but when it came to discussing concerns about my program or simply sharing experiences I was having, it was difficult to know where to turn. Because I was highly motivated to meet others in my position, I immediately joined organizations such as TESOL and NAFSA. At my first TESOL conference I met a member of the AAIEP board who was holding a discussion group to acquaint IEP directors with AAIEP. I felt that I had found what I was looking for: A non-competitive forum for discussing common concerns.

AAIEP was founded in 1986 by a group of IEP directors who wished to form an organization that would represent both university-run and proprietary programs. By 1988, 65 programs were participating. AAIEP's focus on industry standards and advocacy issues attracted many programs, and throughout the nineties AAIEP continued to grow dramatically. There are now 280 member programs plus eight institutional associate members, one individual associate membership, and 12 honorary members. The goals of AAIEP are to:

- "Promote ethical and professional standards for intensive English programs
- Encourage and facilitate evaluation of intensive English programs
- Provide liaison between intensive English programs and other organizations whose concerns for international students overlap with those of AAIEP
- Work to increase awareness abroad of opportunities for English language study in the United States"

In 1993, the President of the AAIEP board called to ask me if I would take the place of a board member who was unable to continue. I said "yes" immediately and was soon on a plane to Seattle for my first executive board meeting. From that day on, AAIEP became a central part of my professional life. I found that having contact with other IEP professionals gave me a broader perspective of the industry as a whole. I also found support, advice, and ideas that helped me make my own programs stronger.

The area that attracted me the most strongly to AAIEP was Standards. I had been looking toward our

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Tips For Stateside IEP Teaching

Dorothy Zemach and **Carlos Islam** combine their own experiences with data collected from a survey of American Intensive English Programs (IEPs) to help teachers plan effective job hunting strategies from overseas

We surveyed 24 employers about the type of experience they value most in a candidate, the kind of experience an overseas candidate should emphasize, what has impressed them most in resumes, cover letters and interviews, particular concerns about overseas candidates that need to be addressed, and general advice to candidates applying from overseas.

When asked what kinds of experience they value most, all but two of the IEP employers rated teaching in a US IEP as their top choice with teaching a variety of levels and EAP (English for Academic Purposes) teaching experience sharing second place choice. Even if it means having worked temporarily during a summer session, substituting, or working part-time, IEP experience is clearly important. If you don't have the minimum requirements necessary for a full-time position yet, consider teaching in the US for a summer, as many IEPs lower their requirements when filling summer posts. Employers also valued experience in assessment and testing, materials writing, curriculum design, and fluency in another language.

The most impressive cover letters and resumes were, hands down, those without spelling and grammatical mistakes. An employer once told one of the authors that while he spends about 30 seconds looking over a rêsumê, he goes through cover letters with a red pen, marking (among other things) typos and grammar problems. Says another: "One guy gave me a resume in which he stated he attended Northeastern Illinois University—twice!" Resumes that show a breadth of experience found favor with the employers; here is where you can mention that private business English class you taught to adult factory

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IEP Jobs On The Web

1. **TEFL Professional Network** http://tefl.com/jobs/search.htm Subscribe to the "ELT Job Source." This site has a free service and a subscription service. For $30, they will deliver six issues of their journal Job Source to your e-mail address, one every two weeks.
The free on-line service only contains a few of the jobs in Job Source.
2. **Chronicle of Higher Education** http://jobs.chronicle.com/free/jobs/ Use a keyword like "ESL" or "English" to search the postings. You can also sign up to be notified by e-mail when postings matching your search criteria come in. They too have both a free and a for-fee service; the fee gets you the most recent issue.
3. **TESLJB-L list**, part of the TESL-L list. Send the message <subscribe firstname lastname> to <listserv@cunyvm.cuny.edu>. Once you are subscribed, you will be sent directions that include how to join the sublists.
4. **http://www.midtesol.org/ESLjobs/** This free site maintained by Thomas Riedmiller at the University of Northern Iowa has information on how to effectively carry out an ESL job search on the internet and numerous links to sites that carry job announcements.
5. **The JobShop**, a free employment service maintained by *American Language Review* http://www.alr.org provides the most current and comprehensive selection of ESL teaching jobs available in the U.S.

(Selections 1-4 provided by Dorothy Zemach and Carlos Islam)

Home In the Halls of Academe?

Intensive English Programs function as part of different academic departments depending on the individual institution. **Debra Daise** asked a number of program directors about their "homes" and what they thought about their departments.

I asked about academic homes for IEPs: I got 19 responses from 18 programs. Here are the 18 "homes" and some additional comments on disadvantages and advantages of being a part of a department.

International Programs /Education	6
English Department	4
Communication	3
Linguistics	2
Foreign Language	1
Department of ESL	1
College of Arts and Sciences	1

Major Concerns:

- Becoming a graduate student support mechanism
- Hiring
- Being "second class" members of a department
- Being a "cash cow"

Not having a supportive relationship from chair & dean

- Department's not knowing how to interact with IEP
- Non-ESL people's "telling us what to do"

Benefits:

- Collaborating with colleagues /other faculty
- Influencing language instruction for all students
- Maintaining role as important contributor to the University
- Getting help from the department
- Making better links with other programs
- Being recognized as faculty, with the same rights and responsibilities.

Debra Daise, International English Center, University of Colorado, Boulder.

Networking Is Crucial To Program Success

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accrediting association, and organizations at the state level, to try to sort through the confusing array of standards (and lack of standards in some cases) that govern our field. It was often very frustrating to realize that in complying with one set of requirements, you might be in conflict with another, and it was exciting for me to hear that an organization was taking on the challenge of setting standards for a wide group of IEPs.

These standards were presented to the members of AAIEP in a tangible form in 1994 in the form of the Program Self-Appraisal (PSA). I happened to be serving on the board at that time, and I must say that spending a long weekend in a hotel conference room with 11 other people reading stacks of self-appraisals was a great way to forge friendships that have lasted to this day! And I was impressed by how seriously the membership had taken the self-study and the high quality of materials they had included in their exhibits.

Advocacy is another area in which AAIEP contributes greatly to its members and to the entire field of international study. AAIEP has significantly increased the visibility of IEPs overseas and in the eyes of other organizations that deal with international students. AAIEP members are listed in the Member profiles, which is distributed worldwide. Members can also participate in study fairs and other AAIEP-sponsored events that benefit IEPs.

An executive board that is selected by the membership governs AAIEP. The board has been focusing on accreditation issues, which have been of great importance to the membership. And now that there are viable alternatives available, AAIEP is planning to focus more on advocacy issues going forward. AAIEP will be studying the way in which statistics on the industry are gathered, and how this process can be improved. The organization will also work on clarifying what it is that IEPs do and how they impact the country. This information will be used to educate government officials and other entities as to the importance of IEPs, so that future governmental decisions that impact IEPs will be made with a better understanding of the industry. AAIEP has also taken advantage of technology to facilitate the distribution of information and sharing of ideas. The board has plans to expand and improve its website, as well as study the ways in which new technology impacts the industry both positively and negatively.

AAIEP continues to grow and serve new members. It is vital to AAIEP's mission to attract new board members with fresh ideas and perspectives, so get involved today. President-Elect, Sherry Schneider, said when she reflected on her years of involvement with AAIEP: "It is a special privilege to work with AAIEP board members—they are incredibly energetic, thoughtful, dedicated to the profession and devoted to working on issues that are important to our field."

Barbara Stipek is the former owner of IEI, a group of ten intensive English programs located on university campuses across the United States. In 1998, she sold the company to Sylvan Learning Systems, Inc.

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workers or the multi-lingual TOEFL preparation class you taught once a week while you were studying for your MA. Resumes that impressed included those that clearly described experience rather than just dates, titles and institutions; here is where you can show that your responsibilities included testing and placement, curriculum development as well as teaching EAP.

Employers want cover letters that relate the applicant's experience to the requirements of the position; for one thing, this can keep your application in the pile instead of having it tossed aside for not meeting minimum qualifications. One of the authors once had an application rejected for not meeting the required three-year minimum of IEP teaching; the problem was that one year had been at one institution, and two years had been at another. Don't make the hiring committee total your years of experience: Clearly outline in your cover letter how you fulfill the stated requirements! "Directness, efficiency (never more than one page), neat appearance, proper balance between confidence and humility," are points highlighted one employer. Another said, "[N]o glorifying of experience, no padding, no self-promotion—the facts of the resume should tell me. Please no 'Do you want a person who is culturally sensitive and can energize and motivate students?' Of course, I do—that's a stupid question.' "

Your cover letter would also be the place to mention when you plan to return to the US, whether you would be willing to pay your own interview travel expenses (some employers assume you won't, and therefore don't short-list you), and give an e-mail address and phone number where you could be reached quickly. If you are not responding to a specific posting, indicate also whether you could accept part-time position.

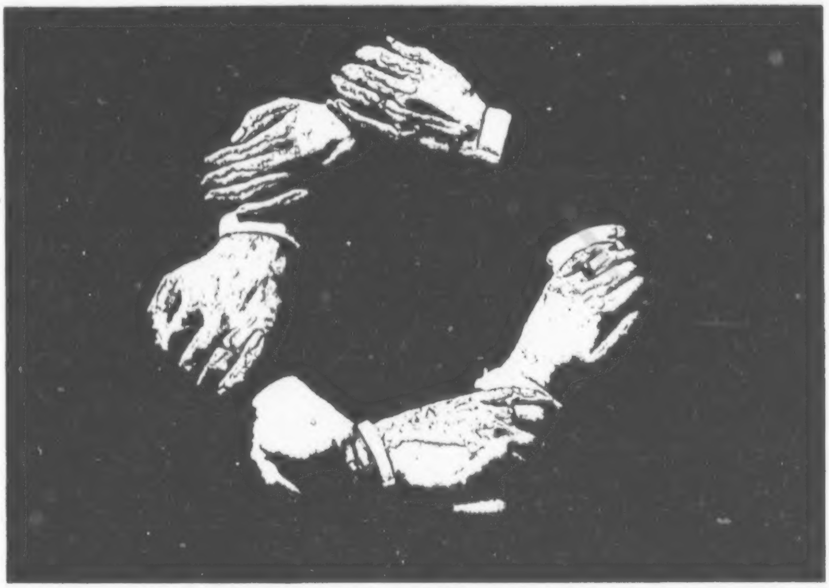
Those candidates that make it through to the interview impressed employers mostly with their confidence, but also by displaying some sense of humor, enthusiasm for the job, and creative teaching ideas. "One employer mentioned the ability to listen and respond to the needs of our program and students rather than to tell us why we should be doing things differently." Do some research before your meet your interviewers. At the least, check out the institution's and the IEP's websites and be prepared to explain how you would be able to fit into and benefit their program; also learn the names of the people you will be meeting, and investigate their areas of interest and publications.

The employer's overriding concern about recruiting someone from overseas is scheduling and the expense of a face-to-face interview. A few employers expressed concerns about overseas applicants' attitudes and efforts at self-promotion: "I'd say [overseas applicants] tend to think their overseas experience makes them uniquely qualified, more sensitive etc. than other applicants. This might be true if everyone here didn't have at least as much or more overseas experience themselves. So my advice would be to assume that those interviewing have done something very similar."

Another problem that needs to be addressed by the overseas applicant is the attitude that ESL programs in overseas schools and institutions are somehow not as serious or intense as US IEPs. Make sure your resume and/or cover letter stress the quality of the programs where you have taught; consider offering or sending sample course outlines and syllabi.

The main advice offered by employers to overseas applicants was to have realistic expectations about salaries and the possibility of having to work part-time for a few years. Jobs are scarcer, applicants more numerous, and salaries comparatively lower than in some other areas of the world. Still, with advance planning and perseverance, the return home (or venture out) can be achieved, and for us it has been more than worth the time and effort. Best of luck with your pursuits!

Dorothy Zemach teaches ESL and Japanese at Central Michigan University; Carlos Islam is an ESL lecturer and program development specialist at the University of Maine, Orono.



Working Together Is Key To Inclusion

Providing adequate resources to support English language learners in mainstream classrooms is an important component of the Inclusion Model, say **Howard DeLeeuw** and **Susan Stannard.**

A third essential component in this four-part series on inclusion (for the first two parts, see *American Language Review*, January/February & March/April 2000) is ensuring that adequate resources are in place for supporting English language learners in mainstream classrooms. These resources consist primarily of personnel, such as ESL teachers, tutors and bilingual specialists, forming the basis of support for grade-level teachers and other educational staff, in meeting the needs of English language learners in an inclusion setting.

Culturally and linguistically diverse students are protected by the Civil Rights Act of 1964, as well as other relevant decisions impacting their education. These protections are enforced by the Office for Civil Rights (OCR), which does not mandate the type of program a district adopts, but rather evaluates a district's program based on the following criteria:

- Is the program based on educational theory recognized as sound by at least some experts in the field?
- Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
- Does the school district evaluate its program and make necessary adjustments to ensure language barriers are actually being overcome?

The second of these criteria relates directly to the need for adequate resources in an inclusion model. Equal access to education for English language learners does not automatically ensure equitable opportunities for success. The U.S. Department of Education's Policy Memorandum from May 25, 1970, which was later affirmed by the U.S. Supreme Court decision, *Lau v. Nichols*, in 1974, states: "Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the education program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students" (January 29, 1998 Guidance Memorandum, http://www.hhs.gov/progorg/ocr/lepfinal.htm#ensure)

Inclusion is based on the premise that the best English language learning environment is in age-appropriate, grade-level classrooms. However, it is simply not enough to put English language learners in this mainstream environment, unless the "affirmative steps" called for in the May 25th memorandum are in place.

One of the most important steps in opening the instructional program to English language learners is to provide tutors and bilingual specialists, who form the backbone of ESL support in an inclusion model. Their primary role is to promote English language development through the following means:

Limited pullout of newly-arrived non-English speaking (NES) students: In Spokane Public Schools, an NES curriculum focusing on basic survival vocabulary has been created. Students are pulled out for up to three hours a week, not to exceed one semester.

In-class support, through modification of grade level curriculum: This is intended for students who have completed the NES curriculum or who have a higher proficiency in English. ESL support staff assist students, 1 to 3 hours a week, in completing classroom tasks at a level commensurate with their English language proficiency.

Ongoing collaboration with teachers in monitoring student progress and

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◄◄ *suggesting appropriate modifications of grade-level curriculum.*

First-language support for communication between school and home (i.e. parent-teacher conferences, open house, emergencies, etc.), through the use of bilingual specialists and translated documents.

Due to the large number of languages typically represented in a district and the focus on English language development, bilingual specialists do not instruct students in the first language, but instead use English to teach English, as the tutors do, and therefore work with all ESL students. For example, the ESL population in Spokane Public Schools is currently composed of 36 different language groups. A school district should make every effort to find qualified interpreters for home-school communication, and make use of translated documents to inform the ESL community about essential school information, such as early release days, open house, parent-teacher conferences. It may not be feasible to employ bilinguals for every language group, either if the applicant pool is limited or the size of the language group does not warrant a full-time bilingual specialist. The Office for Civil Rights does not support the practice of depending on family members, friends, or other ESL students to serve as interpreters, since this could lead to a breach of confidentiality or place interpreters in a context beyond their language abilities, either in English or the first language or both. Successful inclusion occurs when there is a combination of first-language support to link the home with the school and tutor support to assist in the development of English language proficiency.

A final, crucial resource in meeting the needs of English language learners is the ESL endorsed, certificated teacher. This teacher not only works with ESL students, but has additional responsibilities, such as scheduling tutors and bilingual specialists, working directly with principals, and facilitating collaboration between ESL and other educational staff. It is through collaboration, ongoing staff development, parental involvement, and the sharing of resources that opportunities are created for all students to experience success.

Howard De Leeuw, Ph.D., Susan Stannard, M.A., ESL Facilitators, Spokane Public Schools.

LinguistiCAL

Two-ways To Language Immersion

WHEN U.S. Department of Education Secretary Richard Riley endorsed two-way immersion programs in a recent speech at Washington DC's Bell Multicultural High School, he called attention to a fact many researchers and practitioners have known for quite some time, namely that two-way immersion programs, in the right context, work. "It is high time we begin to treat language skills as the asset they are, particularly in this global economy," Riley said. "Anything that encourages a person to know more than one language is positive and should be treated as a positive." What is two-way immersion? How does it work? This article will answer those questions and provide sources of additional information about this increasingly popular educational program.

Two-way immersion programs integrate language minority and language majority students, providing instruction in both English and the native language (usually Spanish) of the language minority students. The curriculum in two-way programs matches the regular grade level curriculum for all students. The structure of these programs varies, but they all integrate students for most subject area instruction and provide this instruction in the non-English language for a significant portion of the school day. In some programs, like Key Elementary School in Arlington, Virginia, students spend mornings with one teacher, taking several subjects in one language, and afternoons with another teacher, taking additional subjects in the other language. Instructional time is divided evenly between Spanish and English at all grade levels. In other programs, like River Glen Elementary School in San José, California, students begin receiving instruction in Spanish for 90% of the day in kindergarten. As they progress to higher grades, the amount of instructional time in English increases, so that by the time students reach fifth grade, they are taking half their classes in English and half in Spanish.

By the time most two-way students reach the upper elementary grades, they have achieved fluency in two languages. Researchers at the Center for Applied Linguistics (CAL) and the Center for Research on Education, Diversity & Excellence (CREDE) have been conducting a long-term research study (funded by the U.S. Department of Education's Office of Educational Research and Improvement) on two-way immersion education. "Test results show that students in two-way bilingual immersion programs are developing strong English and Spanish skills, and are progressing in academic areas as well," says Donna Christian, one of the researchers and president of CAL. "In addition, students are developing positive cross-cultural attitudes, and parents are generally pleased with their children's progress."

The research clearly shows that students in two-way programs are on track to reach Riley's goals. Language skills are treated as assets, students become bilingual, and their value as workers in the global economy is enhanced.

CAL's research has resulted in a directory of over 260 two-way immersion programs in 23 states in the U.S. and a number of books, reports, and ERIC Digests. *Profiles in Two-Way Immersion Education* (Christian, Montone, Lindholm, & Carranza, 1997) describes the different ways in which two-way immersion programs are implemented in three elementary schools. A 1999 CREDE report, *Program Alternatives for Linguistically Diverse Students* (Genesee), contextualizes two-way immersion among the range of programs that can support English language learners. The latest CREDE educational practice report, *Implementing Two-Way Immersion Programs in Secondary Schools* (Montone & Loeb, 2000), offers practical advice for two-way immersion programs considering expansion into middle school and high school. It includes an overview of likely challenges, options for meeting these challenges based on the experiences of programs that have already implemented secondary two-way programs, and detailed portraits of seven articulated programs. For a complete listing of two-way resources, including an online database of programs across the country, and links to free materials online, see www.cal.org/public/topics/twoway.htm.

References:

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Margaret Crandall Center for Applied Linguistics and Center for Research, on Education, Diversity & Excellence

Personal Challenge Or Easy Way Out?

Can student-designed examinations truly reflect a learner's level of language acquisition? **Bill Hellriegel** believes they provide a useful assessment tool.

In an intermediate ESL grammar class taught during Winter Quarter, 2000 in UCSB Extension, International Programs, students were required to create their own items for an in-class test. The results were both surprising and satisfying since the test created was neither too hard nor too easy; and by means of the process students were able to study target structures in greater depth and in a comparative context. Regardless of what we may learn from more rigorous analyses of processes like this one, students' designing their own test items provides them with a worthwhile learning experience.

Procedure for creating test items

First, students are told why creating their own test items is useful for them: It provides further practice with and analysis of target structures, and, as a key factor in developing effective test items, development of greater understanding of usage differences between similar tenses.

The students are then grouped in threes with at least two nationalities in each group so native language use is minimized. Each group chooses which structure it will focus on and develops a set number of items involving that and related structures. Each group also chooses its item format. This is critical for enabling students to work with target structures in various contexts and formats and thereby develops greater linguistic and cognitive flexibility in understanding and using the structures. Students are supervised as they develop items and are encouraged to review usage for the structures they are contrasting to assure both that their designated correct choices are correct and that their distractors are at least somewhat believable. The instructor's chief functions here are to direct students to sources of information regarding usage and to make sure that test items are, normatively speaking, of moderate difficulty. Actual test difficulty is assessed after administration by looking at overall scores and response patterns.

Once items are drafted, groups exchange their sets and correct them for each other. For this step, too, the instructor should provide only guidance concerning sources of usage information so that students are required to review meaning and usage patterns, this time, for structures worked with by other groups.

Finally, the instructor collects all item sets and types up the complete test. The instructor should change some item content (names, subjects and objects, and, if meaning is not altered significantly, verbs) so that students are less likely to recognize items they themselves created; however, item essentials (structures involved, basic utterance structure) should remain the same.

Test results

Ten students cooperated to create the test, and eight took it the following day. The average score was 72.9/100 of what could be expected for a test of medium difficulty taken by a group comprising a range

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◄◄ of mastery levels.

The scores clustered as follows:

90-100:	0
80-89:	4
70-79:	1
60-69:	2
0-59:	1

From a total of 24 multiple-choice items,
3 items were missed by 0 students*
8 items by 1 student
2 items by 2 students
4 items by 3 students
3 items by 4 students
2 items by 5 students
1 item by 6 students
0 items by 7, 8, or 9 students, and
1 item by 10 students

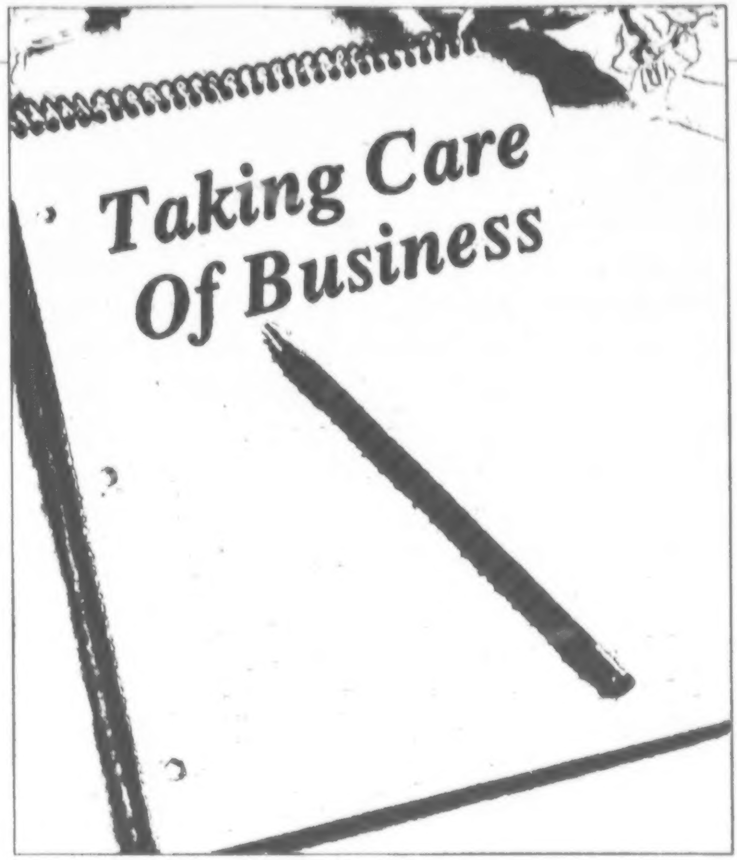
*The prompt for one of these items was written incorrectly, so credit was given to all students for the item.

Discussion

That few items were missed by all or almost all of the students, that several were missed by none or by only one student, and that almost half were missed by 2-5 students indicate that the test was neither very easy nor very difficult, but only somewhat easy. Interestingly, there was no pattern of students doing better than their classmates on items they had created although informal comments indicated that they had recognized these items. It seems that if a student does not understand the usage patterns of target structures in an item, he or she will not necessarily answer that item correctly even if he or she created it. Of course, this hypothesis must be tested under more controlled conditions, but it suggests that the beneficial influence of student access to test items before test administration is smaller than we might expect. It also suggests that the chief benefit of students creating their own test items is facilitation of greater understanding of target structures, making the activity very worthwhile.

A final note: An advanced group of students might attempt to develop, for each item, one distractor to be chosen by all but the best students, one to be chosen by only some students, and a third to be chosen only by the poorest students. It is unclear how the students might accomplish this; however, it seems probable that their attempt could provide them with deeper understanding of usage patterns as well as greater metacognitive awareness of their own learning processes and those of their classmates. This would be true regardless of how accurate the students were in assessing the difficulty of the distractors they designed.

Bill Hellriegel, ESL Instructor, University of California, Santa Barbara Extension, International Programs.



Taking Care Of Business

Hugh Bateman introduces Business English Certificates.

What is BEC?

The Business English Certificates (BEC) are a set of English language tests at three levels. At each level, the test focuses on the application of language in dealing with real-world business situations, requiring familiarity with the contexts of business rather than specialized business knowledge. The international business context of the tests affects the vocabulary used, the types of texts and the situations presented in the tasks. BEC tests Reading, Writing, Listening and Speaking. Just as students do not need a specific knowledge of business to be successful in BEC, teachers do not necessarily need specific knowledge or experience of Business English in order to prepare candidates.

Last year BEC was taken by approximately 35,000 candidates in 45 countries. The tests are taken both by people already in work and people preparing for the world of work; most candidates take the tests because they wish to improve their employment prospects, and do so at the end of a preparation course.

Who produces BEC?

BEC was developed by and is administered by the University of Cambridge Local Examinations Syndicate (UCLES).

UCLES was established in 1858, began testing English as a Foreign Language in 1913, and is a department of the University of Cambridge. Today, UCLES is a world-leader in educational assessment, offering a wide range of examinations and assessment services throughout the world.

Cambridge Examinations in English as a Foreign Language

BEC forms part of the range of Cambridge Examinations in English as a Foreign Language, taken by more than 600,000 candidates every year, in more than 135 countries. The range is particularly well known for its internationally recognized 5-level set of examinations in General English, which includes First Certificate in English (FCE) and Certificate of Proficiency in English (CPE).

Like other Cambridge EFL tests, the model of communicative language ability on which BEC is broadly based is that of Bachman, in which the learner's ability to communicate effectively through language is determined by his or her schema and strategies as well as language knowledge, the latter including

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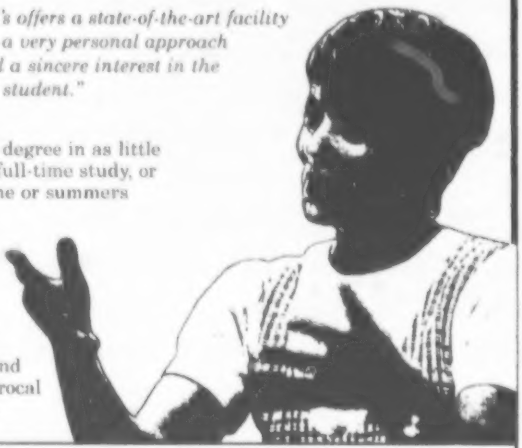

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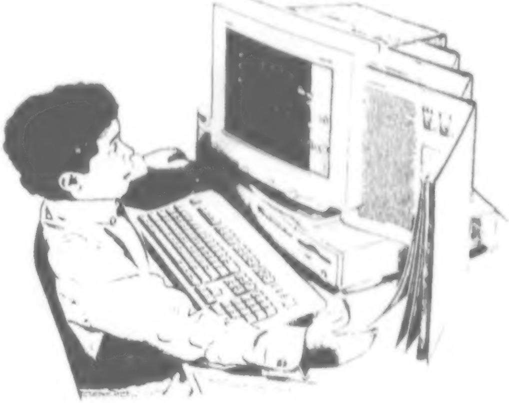

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◄◄ organizational (grammatical and textual) and pragmatic (logical, functional, and sociolinguistic) knowledge.

The task-types are similar to those used in the Cambridge General English examinations at corresponding levels. The modes of assessment are also similar, with objective computer marking for the Reading and Listening components, examiner assessment for the Writing component, and a face-to-face Speaking Test.

Also in common with other Cambridge EFL examinations, BEC undergoes a constant monitoring process of validation and reliability studies that assure high levels of comparability at different administrations.

BEC is particularly attractive to students, teachers and 'user' organizations because it is a coherent set of exams covering a language level that ranges from elementary/lower-intermediate up to advanced. BEC and most other Cambridge EFL examinations are linked to the 5-level scale for language assessment established by the Association of Language Testers in Europe (ALTE), of which UCLES is a founder member. The 18 ALTE members, which include the Aliance Francaise and the Goethe-Institut as well as major universities, are all providers of language examinations in countries within the European Union.

BEC and the UCLES General English examinations map onto the ALTE framework of levels as follows:

BEC	General English examinations
	Level 5 : CPE
BEC 3	Level 4 : CAE
BEC 2	Level 3 : FCE
BEC 1	Level 2 : PET Level 1 : KET

BEC 2 and 3 correspond to the levels of FCE and CAE, respectively; BEC 1 corresponds to the levels covered by KET and PET, awarding a wider range of passing grades to reflect this.

What is tested in BEC?

BEC assesses candidates' ability to use English for a wide range of work-related functions:

- asking for and giving personal details;
- arranging appointments and meetings;
- understanding office communications (reports, letters, memos, etc.);
- welcoming foreign visitors;
- making enquiries / reservations / orders / bookings;
- taking phone messages;
- understanding and explaining a company's production / ordering / delivery systems;
- asking for and giving information about a product or service, etc.

Topics covered in BEC include:

- personal identification;
- the office, general business environment and routine;
- entertainment of clients, free time, relationships with colleagues and clients;
- travel and meetings; using the telephone; health and safety;
- buying and selling; company structures, systems, processes;
- products and services;
- results and achievements; business issues.

What types of tasks are included in BEC?

The Reading component uses a range of business-related texts to test a variety of skills; text-types range from small excerpts, e.g. notices, tables and advertisements, to longer informative pieces e.g. articles and letters. Texts are authentic in nature, but edited to facilitate the tasks, particularly for BEC 1; the reading load increases at each BEC level, as does the range of discourse types and genres and the complexity of the skills tested. At BEC 1, the focus is generally on extracting factual detail, while BEC 2 and BEC 3 also focus on text structure and discursive meaning. At each BEC level, there are tasks focusing on vocabulary and grammar as well as actual reading skills. Some tasks have obvious real-world applications, e.g. proof-reading for BEC 2; other tasks are 'enabling' rather than 'real-world', testing real-world skills indirectly, e.g. multiple-choice and matching questions.

For Writing, at each BEC level the amount of information and language provided in the task decreases from the first to the last task, while, conversely, the amount of information and language to be provided by the candidate increases. At all levels, the ability to produce concise and extended writing is assessed; the context for writing is given through rubrics, content guides and input texts and candidates will know the target reader, their own standpoint, their purpose for writing, the amount to write and the text-type to write. The accuracy and appropriateness of the candidate's language is assessed, as is the degree of task achievement.

For the Listening component, at each level the speed of input and the complexity of processing required increase from the first to the last task with a balance of monologues and conversations as input. The rubrics set the context by identifying the speakers, the setting and the overall topic; the different parts of the Listening test focus on particular aspects of language ability, e.g. extracting factual information, identifying purpose, listening for gist and detail, recognizing opinion.

The Speaking tests at all levels involve different interaction patterns e.g. interlocutor-to-candidate, candidate-to-candidate; candidates have the opportunity to initiate exchanges and to respond, and to engage in short turns and long turns. By these means, a range of language can be elicited in terms of register and appropriateness; at BEC 3 the final part of the Speaking test (a short presentation) has three options. The first is a general business topic suitable for candidates with no work experience; the second and third topics are more likely to be of interest to candidates with some work experience. Pairs of candidates are assessed by pairs of examiners: the interlocutor interacts with the candidates and gives a global mark, while the assessor gives an analytical mark based on detailed criteria, e.g. accuracy and appropriateness of the grammar and vocabulary used, management of discourse, pronunciation, and interactive communication including the degree of autonomy and task achievement.

What results do BEC candidates receive?

Two grades are given on the BEC certificate, one for the candidate's combined Reading, Writing and Listening skills and, to satisfy specific requests from employers for information about the candidate's proficiency in this skill, a separate grade for Speaking.

Candidates are also informed if they performed particularly well or poorly in one particular skill (Reading, Writing or Listening), although this information does not appear on certificates.

When is BEC available?

The BEC tests can be taken on six fixed dates each year and are available through approved UCLES centers. BEC will be available in the US. Check with the many language schools that are UCLES centers, many of which will soon begin to run BEC preparation courses.

What kinds of professional advice are available for BEC teachers/candidates?

UCLES values professional contacts with teachers; further information about BEC, as well as sample material and details of how to order past tests, are available from efl@ucles.org.uk

Hugh Bateman, UCLES, Cambridge, England

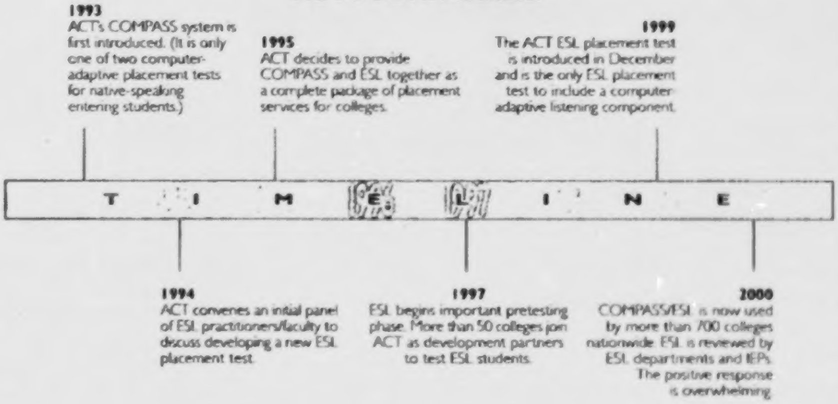
Computer Adaptive Test Transforms ESL Placement Process

Maureen Patterson describes the new ESL component of the ACT COMPASS tests.

Far out. Mosh. It's happenin'. Cool. The English language is constantly in flux. It's predictably unpredictable. Spoken expressions take on different meanings in written text. Understanding every nuance, especially over time, can be difficult even for highly educated native speakers.

Imagine the confusion of Roberto, a 20-year-old from Brazil, whose main experience with English has come from reruns of "90210" and "Baywatch." Once he finally masters the basics—finding a home, navigating the grocery store, and so on—he goes to school for the chance to better himself. On his first day, he anxiously sits down for an English test with No. 2 pencil in hand. He opens the test booklet, carefully studies the directions, and reads the first question.

ACT's COMPASS/ESL



1993
ACT's COMPASS system is first introduced. (It is only one of two computer-adaptive placement tests for native-speaking entering students.)

1994
ACT convenes an initial panel of ESL practitioners/faculty to discuss developing a new ESL placement test.

1995
ACT decides to provide COMPASS and ESL together as a complete package of placement services for colleges.

1997
ESL begins important pretesting phase. More than 50 colleges join ACT as development partners to test ESL students.

1999
The ACT ESL placement test is introduced in December and is the only ESL placement test to include a computer adaptive listening component.

2000
COMPASS/ESL is now used by more than 700 colleges nationwide. ESL is reviewed by ESL departments and IEPs. The positive response is overwhelming.

He doesn't understand many words, and the sentence structure is too difficult. He does his best, muddling through a maze of questions, some simple and others way over his head. He finishes the test and heads home, exhausted and frustrated.

Roberto's experience doesn't have to be repeated. Technological innovations are improving education, producing assessments as dynamic as language itself.

One recent advance is the addition of an ESL component to ACT's COMPASS series of computer-adaptive placement tests. COMPASS, introduced in 1993 and now available at more than 700 postsecondary institutions, tests native speakers in mathematics, reading, and writing. The new ESL component tests non-native speakers in grammar/usage, reading, and listening.

"The field of ESL placement testing has remained relatively stagnant. Until now, there had not been a new instrument introduced in a number of years. This additional ESL placement test from ACT is very exciting for many professionals," says Barbara L. Endel, Ph.D., an associate consultant with ACT, Inc., the Iowa City, IA-based testing and research company and publisher of COMPASS/ESL.

Computer-adaptive tests offer many benefits, including their adaptability. COMPASS/ESL questions adjust to the capabilities of the test-taker. Had Roberto taken COMPASS/ESL, his first question would have been of medium difficulty. Had he answered the question correctly, the next question one would have been a little harder; an incorrect answer would have caused an easier question to follow.

Because there is no fixed set of questions, most examinees will complete the measures in a shorter period of time and will only need to respond to questions at their level. This helps alleviate security concerns. "That's the beauty of computer-adaptive testing. You don't have to worry about the number of forms you have available. You can retest at any point in time and there is very low probability of receiving the same test questions," Endel says.

The physical format of the test also adjusts. For example, in Roberto's grammar/usage test, the system would have inserted his answers directly into the passage, helping him more accurately discern whether or not the word or phrase fit the circumstance. This kind of assessment could never be realized in a paper/pencil assessment.

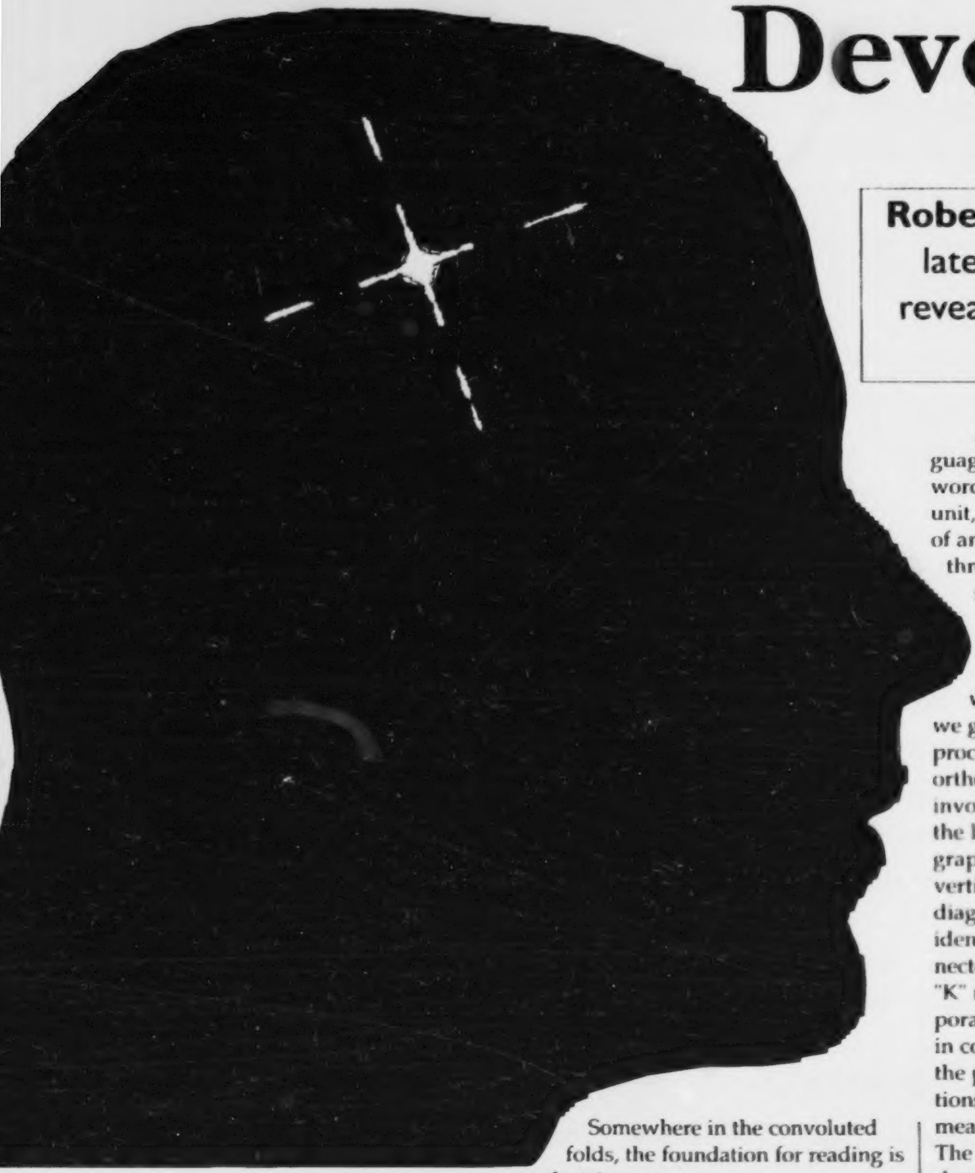
In addition, the test takes less time and are more accurate: because the test would adjust to Roberto's abilities, so he wouldn't have had to waste time on questions that were too easy or too difficult. Drawing on a pool of hundreds of test items, the system avoids presenting items that contribute little to measurement. This flexibility typically reduces the test duration while increasing the accuracy of placement results.

Test-takers can take all the time they need to complete the exams. This is particularly important for ESL students, who need to process information from one language to another. The untimed format also reduces text anxiety, allowing students to showcase their true abilities. Administrators greatly value the immediate score reporting COMPASS/ESL affords. A student's score can be printed instantly or delayed, according to an institution's needs. Each report includes a numeric score and a narrative proficiency descriptor. Flexibility is key to any computer-adaptive test. Administrators using ACT's ESL tests, for example, can use them with other COMPASS assessments such as math and writing. In fact, they are packaged together on the same disk to offer campuses the ability to test all entering students. For more information, go to www.act.org/esl.

Maureen Patterson, Communications Associate, ACT, Inc., Iowa City, Iowa

Developing

Robert Greenleaf surveys the latest medical research that reveals how the brain decodes the written word.



Somewhere in the convoluted folds, the foundation for reading is forming.

Early in life, in our quest for survival and meaning, language is learned. By the time most young children enter public school, they have acquired a 17,000+ word vocabulary. The human brain is designed to do this, primarily through auditory input. It is the abstraction of language through the visual sense (reading) that presents a new challenge to our neural networks.

From the second trimester on, the brain is growing dendritic connections between cells at an average rate of 6-700 per second, 40,000 per minute or about sixty million per day. This period of synaptogenesis is the brain's response to a new and novel existence. Everything is being recorded in attempts to make sense of this world.

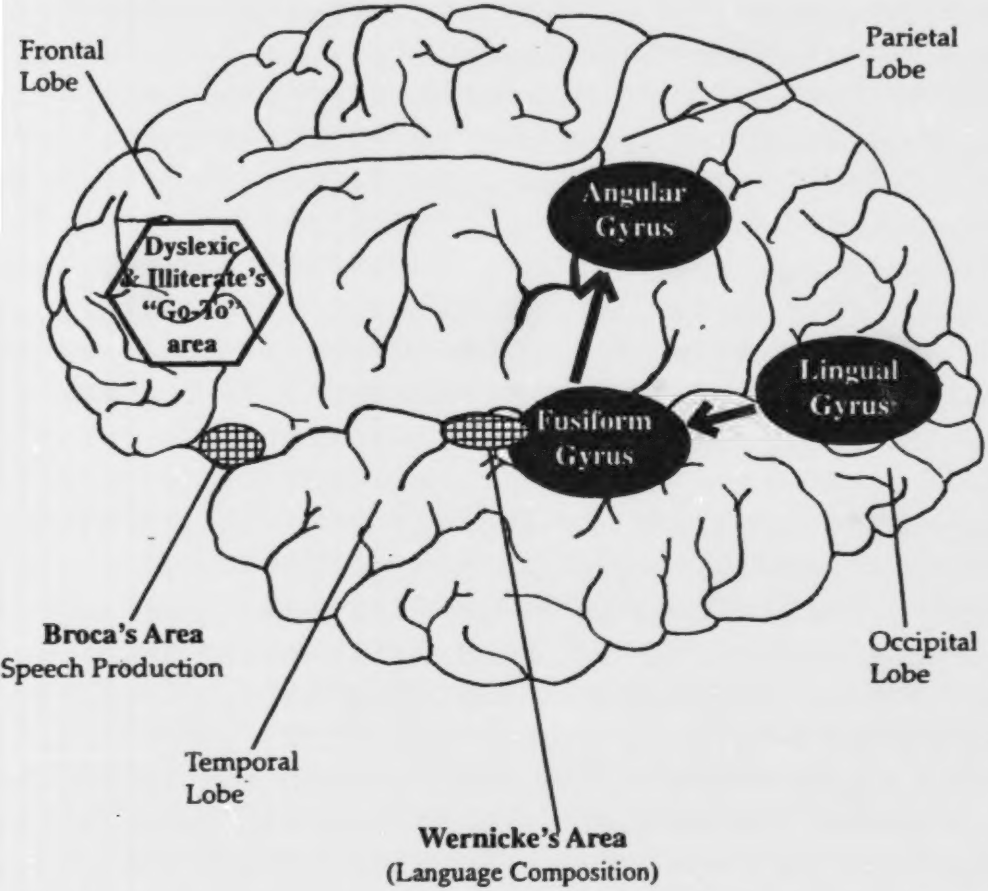
Dr. Kenneth Pugh, Psychiatrist and Medical Researcher at the Haskins Laboratory at Yale, has been studying the neural pathways which are generated in good readers. When the brain is asked to go from the listening and speaking modes to the visual spatial, yet abstract production of reading, new relationships between regions in the cortex are formed. This is true for all written languages. Skilled readers have engineered neural networks, which take the visual sensory input from "eye to meaning" in about 150 milliseconds.

This is done through the dominant path of eye to three posterior gyrus (areas in the back half of the cortex). The lingual, fusiform and angular gyrus collaborate to convert letters into meaning.

Auditorily, the unit of analysis for language is constructed in parts, which are words, or syllables (i.e. "bad" equals one unit, one sound). In skilled readers the unit of analysis is by phoneme (i.e. "bad" equals three distinct units, each having its own sound). As Pugh states, "The number one predictor of reading in grades 2 to 4 is the ability to distinguish parts (phonological awareness)." Here's what takes place in the human brain as we go from eye to meaning in the reading process. Three primary components called orthographic, phonological, and lexicon are involved. First, the visual input is read in the lingual gyrus of the visual cortex orthographically (the configuration of a straight vertical line intersected medially by two diagonally perpendicular ones, or "K" is identified). Next, this configuration is connected with the sound, or phoneme, which "K" makes in the fusiform gyrus of the temporal lobe. Finally, meaning is determined in collaboration with the angular gyrus in the parietal lobe. It is this interactive relationship which provides the context for meaning, all within a fraction of a second. The key to this process is phonological decoding. While some letter sequences are identified via the more direct lingual to angular routing, they are quite infrequent and slow by comparison. Thus, the core deficit of poor readers appears to be phonological.

Further research using positron emission tomography (P.E.T.) and functional Magnetic Resonance Imaging (fMRI) scanning has demonstrated that the "go to" area for dyslexics and illiterates, was the frontal cortex, the part of the brain where Broca's area for speech production is located. An increase in blood flow in the frontal region was recorded during reading activity of poor readers, as opposed to the posterior gyrus' of skilled readers. The frontal region of the cortex is not efficient in decoding phonemic components and performs such

Language: The Science Behind Learning to Read


Frontal Lobe
Parietal Lobe
Dyslexic & Illiterate's "Go-To" area
Angular Gyrus
Lingual Gyrus
Fusiform Gyrus
Broca's Area Speech Production
Occipital Lobe
Temporal Lobe
Wernicke's Area (Language Composition)

tasks far too slowly for meaning to be generated.

Education practitioners for years have encouraged children who are weak in making phonological connections to use meaning or context as an alternative strategy. The recent findings suggest this may prompt a beginning reader to use an inefficient strategy, which is unlikely to support skill development over time. An increased emphasis on phonemic analysis may be more beneficial to the struggling reader. Dr. Pugh clearly states, "The Reading Wars are, in a sense, over. The data is in." There's no longer any dispute as to what works and how it works with building capacity for skillful reading.

Are there implications for reading instruction or for home activities with parents? Yes, some very simple ideas come to mind. Talk to your child right from the start. Speak with a full vocabulary, even though you know they will not understand the meaning. What is more important early on, is the encoding of phonemic capacity through auditory channels. At some later point (+/- 5 years old) the young, developing reader will access the phonological memory as a means of interpreting language in visual forms.

The next work of the Haskins Laboratory at Yale is to observe brain activity when these proven phonemic awareness interventions are applied to see whether the brain engages the areas "deployed" by competent decoders.

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A Lowdown Look at Higher Ed. ESL

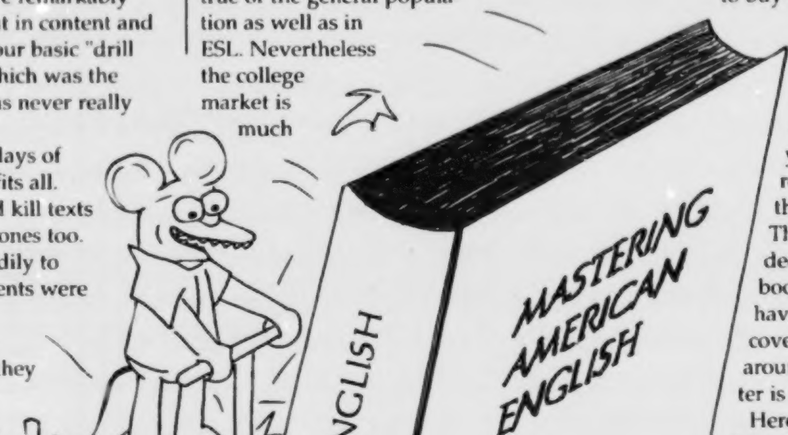
When it comes to college level ESL some publishers are more effective than others, says Andy Martin.

Okay. Close your books. Pop quiz… What were the first American ESL textbooks and who published them?

This is not the official answer, but based on my knowledge, I'd say *Mastering American English* and *Mastering American English*. Weird, huh? These two books were published in 1955 and '56, one by Prentice Hall and the other by McGraw Hill. The Prentice authors were Danielson and Hayden and the McGraw author was Grant Taylor. I blush to admit that I used both of them… in the 70s. And I believe both books are still in print, though no longer publicized. These two titles were remarkably similar, not only in title but in content and pedagogy too. They are your basic "drill and kill" exercise books which was the thing in those days and has never really gone away.

Those were the easy days of ESL publishing. One size fits all. There were many drill and kill texts and a lot of audio lingual ones too. Dixon and Lado come readily to mind. As long as the students were "young adult/adult" and lived in the U.S. or somewhere else on the planet, they qualified for using the book. Our British cousins, were, I'm sure, well ahead of the U.S. in this area. If someone can write in and tell me what the first Oxford or Longman ELT titles were, that would be cool.

What's interesting, though not at all surprising, is that these texts were published by college publishers. College ESL has always been in the forefront of our profession. In fact, TESOL, Inc. began life as ATESL (the Association of Teachers of English as a Second Language) an interest group within NAFSA, the National Association of Foreign Student Affairs (née Advisors). Most of the early active membership came from college ESL instructors. Also in publishing, most ESL departments ended up in college divisions, rather than school or international.



Enrollment-wise, colleges have maybe one-tenth or even one-fifteenth the enrollments of schools. This is true of the general population as well as in ESL. Nevertheless the college market is much easier to publish for and brings in almost as much revenue. How come?

Well, schools are funded by our taxes and we (through the schools) buy the books for the students. Once funding is set for the year, it cannot be changed, so if the price of a book goes up, the school district is forced to buy fewer books. At colleges, students buy their own books, as many as they are required to. If the price of a book goes up (and does it ever, sometimes two or three times a year), the student has no recourse but to shell out, or ask the parents for more bucks. This system spawned the decades-old used college textbook market. Most students who have forked over $80 for a hard cover engineering text, turn right around and sell it once the semester is over.

Here in the high-tech millennium, this whole process is being streamlined by internet college booksellers and most recently by the advent of DVD disks, which are already replacing not just one or two books but entire four-year curricula. Witness the experiment where eight dental schools and three publishers have teamed up to put four years worth of Dentistry texts on one DVD, fully searchable, and updatable disk, which costs a paltry $3,000 (less than four years' worth of books). This hasn't happened yet with ESL books, though some online instructional providers are trying to enlist college intensive English programs to subscribe via the web and get instruction delivered or supplemented that way.

Back to college ESL: I've explained how college ESL publishing brings in more than enough revenue to stoke the financial furnaces, but how is it easier to publish for the college market in general and college

Publish or Perish

◄ ESL specifically? Two words: color and development. Most school texts are full color, well-designed and follow a specific syllabus. Publishing costs run into the hundreds of thousands, sometime the millions for a full blown series. College texts, including academic ESL books, by comparison, are cheap to produce and generate much higher profit margins as a consequence. Most college texts are black and white with a few illustrations, charts, and photos sprinkled here and there. They are written and reviewed by college professors and receive little, if any, development. By development I mean careful organization of the pedagogy, activities, exercise types, and so on. When I arrived at one publisher, we ESL-types instituted a novel approach to college publishing, using highly-paid, well-educated, ESL-experienced development editors. Before, there was a pool of poorly-paid development editors, who were assigned texts by lot, without any regard to the subject matter. Their task was to make sure the language was consistent and the pictures were okay.

> "Virtually every college publisher that has employed this model to sell ESL has been singularly unsuccessful."

So how does a college publisher succeed in the ESL market place? They do it by realizing that ESL is different and not following the regular college publishing patterns in editorial, in marketing and in sales. It is usually a painful process. Some of the big guys eventually figured it out, others remained clueless, while for a few the jury is still out.

Editorially, the shotgun approach has been the rule in general college and ESL publishing. In this method, you flood the market each year with 20-30 new, barely developed titles and hope that there will be a few best sellers to carry the list. The music industry does the same thing with new songs. On the sales side, the approach is similar: Unleash a flock of young, inexperienced recent college grads, with no particular specialties and send them to campuses to sell whatever is on your list. Each year, sales, editorial and marketing identify a few "AAA" books with blockbuster potential and the reps are instructed to push these titles the most. We're talking $80 Psych. or $100 Comp. Sci. Books and intro. enrollments of 800-2000 at the biggest schools. Do the math. That could be adoptions worth over $100,000 at one school. On average, ESL books cost between $15 and $20 and individual class enrollments usually are a lot lower. So where is the incentive for managers or reps to sell a book they know nothing about anyway? Add to this the fact that a typical large university or college may have as many as three or four different ESL programs on campus, with some of them not even ordering from the college bookstore, and you can end up with a confused and reluctant sales force.

Virtually every college publisher that has employed this model to sell ESL has been singularly unsuccessful. So what's the key? A dedicated ESL sales force: A group of individuals, preferably with a teaching and/or language background, who can go out there and call on a whole variety of college and other ESL programs in the marketplace. Instead of spending all day at one college knocking on every door, they go around making appointments in select departments with key people, at several schools, in larger territories. That's all there really is to it.

Why has this been such a hard lesson for some publishers to learn? Chalk it up to the human proclivity to assume that one's own background is the same as everyone else's. Most editorial, marketing and sales directors seem to think that what they've done all their lives is perfectly applicable to any subject, including ESL.

And, now, back to the future. We all know everything is cyclical, so just because a few college ESL publishers have figured out how the marketplace works, doesn't mean that when they're all fired and the next crew comes in, they'll continue to get it.

Publish or Perish is Andy Martin's regular column on the world of ESL publishing.

5th Column

KAPLAN has entered into an exclusive licensing agreement to utilize **Pearson Education**'s Direct English product, a personalized English language teaching system, for the U.S., Canada, Australia and New Zealand.

"English has become the lingua franca of business, advanced education and the Internet," said Greg Barattini, Vice President of Kaplan International, which provides the company's English language and internationally-adapted test preparation courses and services to students in the U.S. and abroad. "We are thrilled to associated with Pearson Education, and believe that the fit, based on the quality and approach of both programs, is a natural and potent combination, which will allow us to meet the needs of anyone looking for the best English language learning experience."

Kaplan will incorporate Direct English's popular product line, converting the self-study methodology to a classroom-based program, while retaining all of the best elements of its self-study model, allowing serious students to reach their maximum potential in the shortest period of time.

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SCHOLASTIC CORPORATION has purchased Grolier Inc. for $400 million in cash. **Grolier** is the leading direct mail-to-home and e-commerce book club for children through age five and the leading online and print publisher of children's reference products (including major encyclopedias) sold to U.S. school libraries. Grolier generated profits of $45 million in 1999 with revenues of $450 million.

"The strategic growth opportunity provided by this acquisition will simultaneously enhance Scholastic's presence in home book clubs, school libraries and in Asia, while giving us a large new customer base for our developing Internet products and services," said Richard Robinson, Scholastic's Chairman, President and CEO. With the purchase Scholastic will have access to a new customer base of three million parents of children under six years old. As the children mature, Scholastic will be in the position to move them on to it's 6-12 products.

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Crossing T

Kyra Janssen found out that teaching English involved more than just language lessons when she traveled as a Fulbright Scholar to the Ukrainian city of Kharkov.

Kharkov was an important center of technological research and industrial production in the Soviet period. Even today there are 22 institutions of higher learning in the city, but the industrial base has all but disappeared and debilitating unemployment and underemployment are endemic, especially among the ranks of the highly skilled professionals.

Kharkov State Polytechnic University, Ukraine's counterpart to Boston's MIT, offers "specialties" in "Economic Cybernetics" (Information Systems), Computer Science, and other technical fields that require English language competence. In order to serve these particular needs, a department of Foreign Language for Specific Purposes (FLSP) was established in March 1999. The University also invited its first American Fulbright Scholar (the author) to spend the academic year 1999-2000 in Kharkov and assigned her to work with the fledgling department. Historically, students and faculty at Kharkov Polytechnic have had little opportunity for person-to-person contact with native speakers of English. While most have studied English from British textbooks and tape cassettes, few have had any relationship with an American before. Dr. Badan, (head of the FLSP department) and the author realized that ten months working closely together as professional colleagues, along with a team of Ukrainian teachers eager for contact with a fellow educator from the West, offered a unique laboratory for observation and analysis of cross cultural interaction. Even though the core technical language that constitutes the formal curriculum for these students is pretty cut and dried, the sociolinguistic and psycholinguistic aspects of English in a cross-cultural setting tend to be very culture bound. Information and interactions based on idiomatic expressions, politeness routines and other pragmatics, even body language, are readily subject to misunderstanding, often resulting in awkward and confusing, sometimes even traumatic (but more often bemusing) experiences. We agreed early on that they would attempt to document and analyze some of these situations and some of our observations and interpretations follow:

KJ: There are very basic differences in the educational systems and philosophies of our two countries. I was aware, from my previous experience in the Czech Republic, of the lock step nature of the curriculum at a post Soviet university; the inflexible year to year sequence of courses in any given major. But I hadn't realized that developing a relevant curriculum in a new specialty area requires step-by-step approval by the very bureaucratic National Ministry of Education for everything from textbooks used to number of hours per course to numbers of students to be admitted to the program. So, when I arrived with some innovative suggestions for alternative teaching methods using non-standard teaching materials there was little opportunity to try them, and my offers to introduce elective courses could not be worked into the schedule.

Photos: Ben Ward

AB: Speaking of the Ukrainian educational system, one shouldn't overlook the fact that it is deeply rooted in the European, or more narrowly, German tradition of highly philosophical and theoretical methods. We start with models and then attach facts and realia to them. Simply put, students in Ukraine are used to acquiring the necessary knowledge in class and then to brush up on their notes at home. They expect a teacher to guide them through the labyrinths of English grammar rather than to use the "problem solving" approach to get to the core of the unknown themselves.

KJ: Students and teachers in the Ukraine are most comfortable with the deductive approach to learning, where rules are introduced initially, with practical applications introduced later. This differs from the language learning methodology that is currently favored in the US that builds from examples of authentic usage toward discovery of the theoretical underpinnings. Whereas the traditional European, and certainly the Soviet, teaching style relied heavily on memorization and regurgitation of teacher generated information, the buzz words in the West have been, for some time, "integrated skills", and

e Great Divide

Street scene in the Ukraine.

"communicative competence", rather than formulaic ingestion of the structural and phonetic aspects of the language.

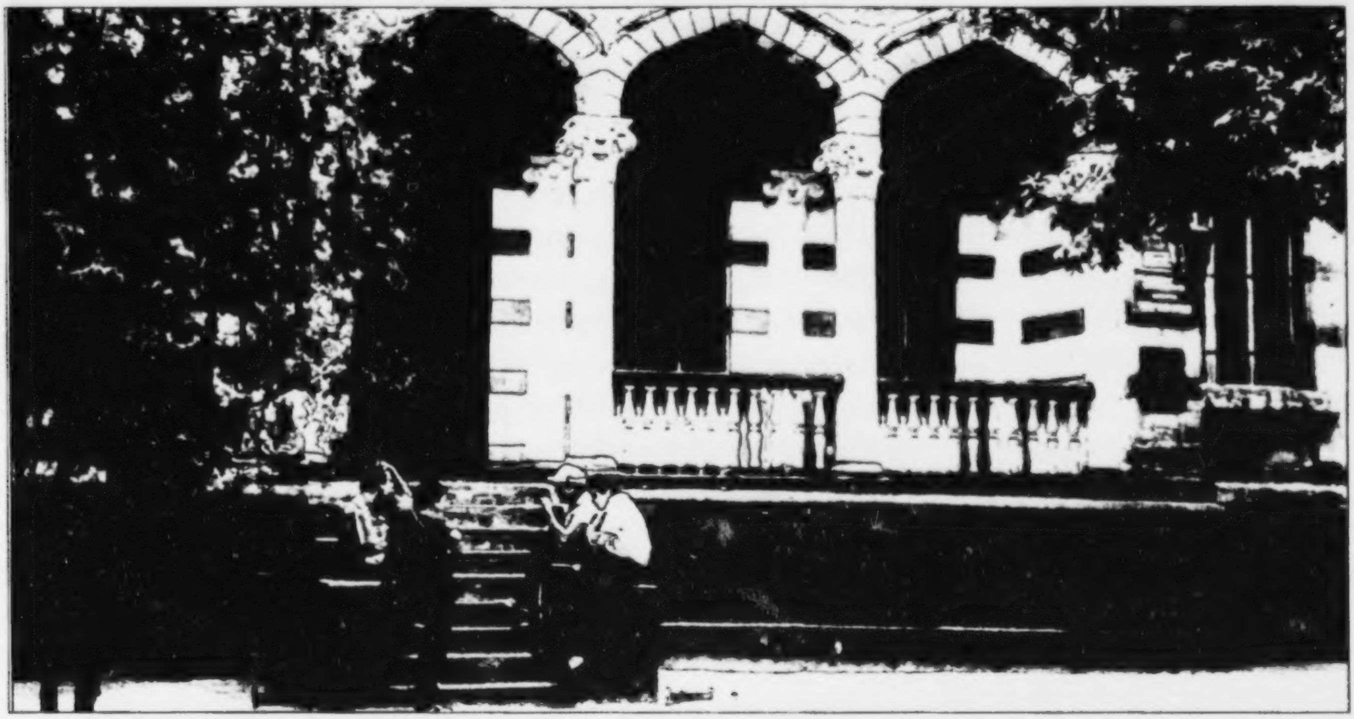
AB: Yes, the teachers in our department are aware of these discrepancies, and several would like to have greater flexibility to try new approaches, but there are some practical matters that must be considered. The environment in which we work is very restricted. The availability of teaching resources is closely tied to budget constraints. Even if there were American publishers' reps and better distribution channels bringing more up-to-date textbooks and supplementary materials into Ukraine, our limited departmental funds would be inadequate to buy even single copies of new materials. Also, most students are not able to afford to buy their own textbooks, but must rely on shared photocopies of the teacher's copy of the basic text for each course. As for other sources of reference materials for any sort of independent research, or even pleasure reading, the collections in English at both the main library on the campus and the city public library are pathetically outdated.

Another common practice among American teachers of preparing handouts designed for the specific needs of a class is not practical for us because of the expense of making copies. Few departments have their own copy machines, and those that do restrict their use to important documents in very small quantities, since a package of copier quality paper is a precious commodity. Needless to say, personal computers are a rarity for anyone subsisting on a teacher's salary.

KJ: That brings up two other areas of cultural and pedagogical dissonance that we have discovered. One is the issue of homework and the other is that of attendance in class. I was quite surprised to find out that although the students were presumably brushing up at home on the lecture material presented in class, they were not given explicit assignments to be completed outside of class in order to practice any new material or reinforce their accumulated skills and knowledge. In the U.S. regular homework assignments are part and parcel of all academic classes.

AB: Again, we have a mixture of cultural traditions and economic realities. Most of our students have to work to supplement their meager stipends, and often to support their families as well. For us to require that specific homework assignments be completed within strict time deadlines is not realistic, although we do give students a body of study material that is to be completed by the end of semester in preparation for the final examinations. But since we know that the key to effective language learning is to use it, in all four skill areas, not just to drill, memorize, rewrite or even practice it in isolation, the issue of homework is really less important than the other problem you identified, that of erratic attendance.

KJ: Exactly! This is a practice that I find disconcerting. In every US institution I have taught, including university level Intensive English Programs and at the community college level, one of the requirements for passing a course, and often a significant determinant of the final grade received, is attendance at a certain percentage of the class sessions. Students are notified, usually in writing, at either the first or second class meeting, of this and other course requirements. I have found no such expectation, either here and or in the Czech Republic. Rather there seem to be some "shadow scholars", who are merely names on the roster, but who can apparently get credit for the course if they pass their final examination at the end of the year. And then ➡



this practice raises another thorny issue, that of testing, where there seems to be a wide cultural disparity between the American approach and the still prevalent Soviet system.

AB: Again, the traditional system of oral examinations is deeply rooted and not likely to be transformed very quickly. Bear in mind that in scientific and mathematical disciplines, the graduates of Ukrainian and Russian universities have excelled internationally over the years, so maybe there is a place for this approach. Nevertheless we are gradually making adjustments in the arena of language instruction and assessment in the direction of greater attention to a variety of learning modalities. This topic also brings up another area where we have noticed some differences in attitudes and expectations. It has to do with the relationship between students and teachers. There are several ways in which this relationship seems to differ in our respective cultures. There is a wide gap between the Ukrainian student and the teacher in the formal classroom setting, while at the same time there is an emotional bonding that takes place between students and "their" teachers over time that often leaves the student feeling abandoned when the instructional relationship ends.

KJ: Absolutely! I was quite flabbergasted when I walked into my first classroom and all students scrambled to stand up and then waited respectfully until I assured them it was quite all right for them to remain seated. I'm sure my bemusement was quite evident in my facial expressions and other body language! Also the way students relate very deferentially to faculty members when they come to the department office with a question or a problem is in sharp contract to the self-assured, sometimes even contentious, manner in which American students feel entitled to approach their instructors. I was very touched by the protestations of my first semester classes when they learned that I would not be teaching them in the second semester. I was able to respond by starting a weekly informal conversation group, to which any student from the department could come, to try to sustain the relationship with those who were truly interested. But even this concept, akin to a "brown bag lunch" on American campuses, has been quite revolutionary.

AB: Although our small department is faced with many challenges trying to convince the bureaucracy of the value of our progressive mission, this team of dedicated teachers is convinced that we have a dual responsibility to our students. We must not only teach them the essential jargon that they will need as they pursue careers in the modern technological arena, but we must also expose them to the sociolinguistic and psycholinguistic nuances of the English language. There are many culturally determined attitudes, behaviors and value systems that are essential elements of their future world, the global village. The presence of an energetic, enthusiastic American has imbued our faculty with a refreshing "can do" spirit and helped students to distinguish between the America of MTV and fast cars and the reality of earnest effort and taking responsibility for one's own educational progress. Together we have been reflecting on the ways that we are both alike and different, and in fact we are both transforming our respective cultures, as well as being transformed by each others cultures, as we interact with each other in this shared educational experience.

KJ: I note my growing realization of how ethnocentric we Americans tend to be, and how living in a foreign country sharpens one's awareness of "Who Am I?" (Where have I come from, why do I behave the way I do, where am I going, and, as a teacher, how can I be most effective?) It's tempting to think one is "doing good" for others who have missed out on learning the "right" way to do things, yet with exposure to differences there evolves a mutual adjustment rather than a conversion.

Dr. Antonina Badan, has a Ph.D. in Linguistics, with a particular research interest in cross-cultural communication, augmented by three months of postdoctoral study in Michigan 1997. The author holds a MA in TEFL, is a member of the Adjunct Faculty in the ESL Department at Santa Rosa Junior College in California and taught at a Pedagogical Faculty in the Czech Republic from 1993-96.

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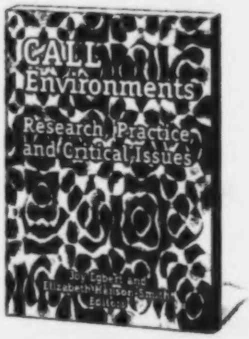

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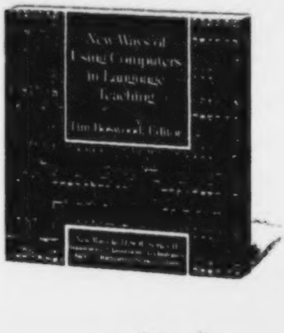
–Saad AlKahtani, Language Learning & Technology, July 1999

New Ways of Using Computers in Language Teaching

Tim Boswood, Editor



This collection shows how teachers are exploiting new technologies to help learners develop their language and communications skills. Teachers and students can move from easy to more complex applications, using units on word processing and desktop publishing, e-mail and MOOs, the Web, multimedia, concordancing, and other applications.

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–Dieter Kranz, TESL-EJ, January 1999

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Language Teachers Are Soldiering On

Chaz Penedes investigates the opportunities that exist for linguists in the Army Language Program.

The U.S. Army currently employs over 8,000 soldier-linguists both on active duty and in the reserve components. They are stationed in countries around the world, in Alaska, Hawaii and the continental U.S.

The Army Language Program recruits for many different language specialties. Those persons accepted into the program receive up to a TOP SECRET security clearance. Many people use this clearance for more favorable civilian and/or government employment opportunities upon leaving military service.

Individuals who possess language skills can enlist in the Active or Reserve Component in the MOS (military occupational specialty) 97EL, 97L, 98XL. Those who qualify may receive accelerated promotion to Sergeant within two months of completion of technical training under the Army Civilian Acquired Skills Program. Individuals who have the desire to learn a new language may attend language training at the Defense Language Institute, Foreign Language Center in Monterey, California. DLIFLC is a Department of Defense School that provides intensive language training to service members for 25 to 63 weeks. General qualifications are to be between 17 and 34 years old, a U.S. citizen and be generally free of serious law violations. Gender is not an issue.

Speaking to *American Language Review* in a recent interview, Staff Sergeant Bill Hudon explained, "First and foremost we are advocates and not recruiters. Our key mission is to promote opportunities for foreign language learning and employment both in and out of the military.

"Our program was started late in 1998 because of the general lack of public knowledge about foreign languages in the Army. We very much want to educate the world that the Army is much more tanks and living in the woods. We hope to generate interest while educating the world on our program. One of our major difficulties is finding qualified applicants who can pass the battery of tests we require."

Staff Sergeant Hudon said, "We are also looking for applicants for Civilian Acquired Skills program, through which we take already bilingual applicants and accelerate their promotions, the same qualifications apply but they do not have pass the language aptitude test. Instead they must pass the proficiency test for their own language.

Currently, the Army is looking for Arabic, Chinese Mandarin, Korean and Russian speaking applicants who are either already fluent or willing to learn. "Of course, we also need many other languages but the above four are the most needed," added Hudon.

Those individuals accepted into the program will become soldiers and do have to attend basic training. Afterwards they will attend the DLIFLC. The classes are very small and taught by some of the best language teachers in the world, 90% of them being native speakers of the language taught. Classes are generally 7-8 hours daily, five days a week. All branches of the U.S. military attend DLIFLC. Of course, because the students are also soldiers in the United States Army they do not pay for any of the education and receive a good paycheck to boot.

Those students who take minimum residency requirements at Monterey Peninsula College (near DLIFLC) during their language course will receive an Associate of Arts degree from that school. (which really translates to a two-year degree within 9-19 months depending on the language.)

Graduates of DLIFLC complete their tour in one of three main jobs within the Army's Military Intelligence field. The Voice Interceptor/ Electronic Warfare Specialist, who covertly collects information transmitted through the airwaves, the Interrogator, who collects information from human sources, either enemy prisoners of war (EPW), defectors or other persons with information. And finally the Interpreter/Translator; the job is self explanatory, but it is limited to reserve (part time) only.

For more information, please contact Sergeant First Class Frank Marois (1.800.223.3735 ext. 61687) the Senior Advocate. The West Coast Advocates are Staff Sergeants Sarah Chapman and Bill Hudon; they can be reached at (702) 639-2047 or 2048 or by email at 6bde-cla@usarec.army.mil.

Chaz Penedes is a staffwriter for ALR.

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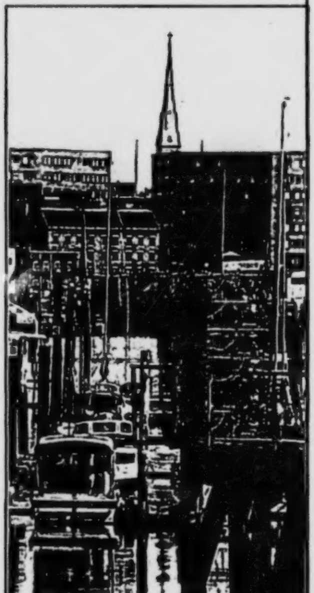

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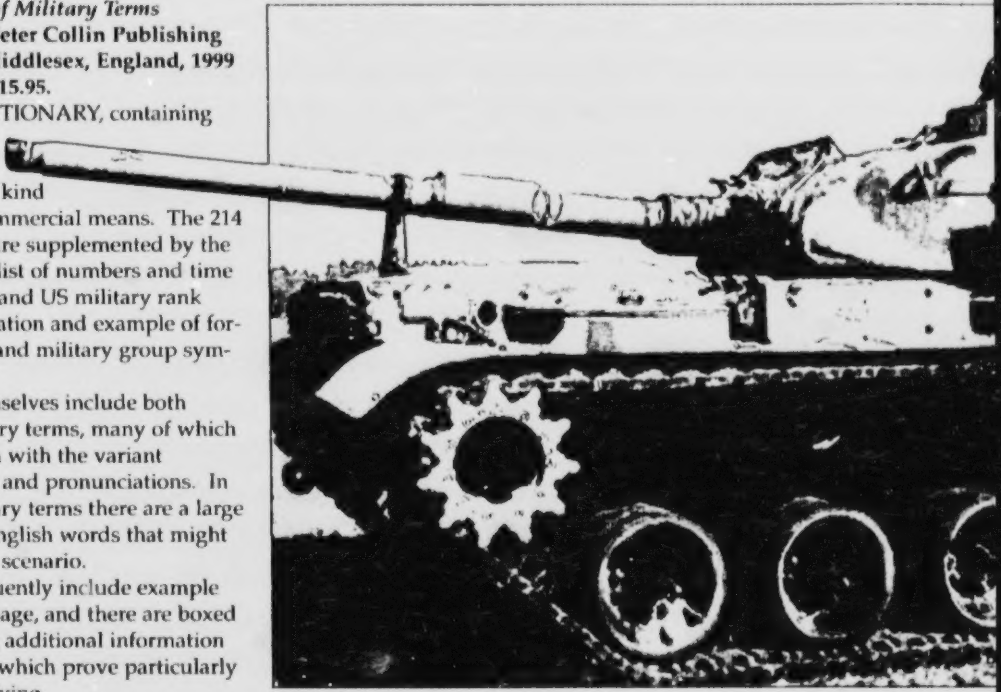
SOLDIERING AHEAD WITH PCP DICTIONARY

Dictionary of Military Terms
Richard Bowyer, Peter Collin Publishing Ltd., Teddington, Middlesex, England, 1999
$15.95.



THIS MILITARY DICTIONARY, containing 5,500 carefully defined terms, is the only dictionary of its kind available through commercial means. The 214 pages of definitions are supplemented by the phonetic alphabet, a list of numbers and time designations, British and US military rank structures, an explanation and example of formal military orders, and military group symbols.

The entries themselves include both British and US military terms, many of which are identified as such with the variant spellings, definitions and pronunciations. In addition to the military terms there are a large number of general English words that might be used in a military scenario.

The entries frequently include example sentences to show usage, and there are boxed comments providing additional information about certain words which prove particularly interesting and clarifying.

US users should note that the US pronunciation is not given for some words; some terms are particularly British but are not identified as such (e.g., glasshouse: military prison; brew up: vehicles catch fire); and some words have a definition that is British and not familiar to Americans (e.g., commissary: officer responsible for supply of food, clothing, etc.).

However, the bottom line is that this dictionary would be helpful for anyone wanting to learn more military English.

In the world of NATO expansion and increased coalition and peacekeeping missions, there is a need for such a dictionary. Mr Bowyer's publication, with its user-friendly format, concise and complete definitions and pertinent sample sentences, makes a real contribution to the field.

Dr Faith Wotton Cartwright, Training Advisor, Defense Language Institute English Language Center, Lackland AFB, Texas.

AN ONLINE NETWORK COMMODITY

Language Learning Online: Theory and Practice in the ESL and L2 Computer Classroom.
Swaffar, J., Romano, S., Markley, P., and Arens, K., 1998: Austin, Texas: Labyrinth Publications. $29.00

THIS BOOK is a valuable resource for any person who wants a window into what happened in the 1990s with language teaching in the networked classroom/lab and specifically with computer-assisted classroom discussion (CACD).

So often colleagues are doing something innovative in their classrooms, but when asked to write up their experiences for a newsletter or newspaper, they are reluctant to do so for whatever reason. The authors have succeeded at this task by documenting the CACD experiences of colleagues, the majority teaching at the University of Texas, Austin.

One word of caution must be voiced before moving any further. If by "online" you thought this book would be primarily about using the Internet in the classroom or about offering language courses via the Internet, you may be somewhat disappointed. While many networked labs may have access to the Internet, many do not. The focus in this text is on the classroom/

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PRONUNCIATION DOES MATTER

Pronunciation Matters: Communicative, Story-Based Activities for Mastering the Sounds of North American English
Lynn E. Henrichsen, Brent A. Green, Atsuko Nishitani, and Carol Lynne Bagley
The University of Michigan Press, Ann Arbor, 1999, 382 pp. $18.95

PRONUNCIATION Matters offers a unique, communicative approach to teaching English pronunciation to intermediate and advanced students of ESL using story-based, contextualized lessons. This book is appropriate for an entire pronunciation course; however, it is also suitable as a supplemental or resource book when a teacher wishes to add a pronunciation exercise to a lesson in almost any ESL course. It is accompanied by four cassette tapes and a teacher's manual.

The book is divided into ten sections. The first section contains diagnostic procedures and materials. This section suggests different methods for teachers to diagnose students' pronunciation difficulties. Several diagnostic worksheets and forms are provided to allow teachers to both identify and prioritize these difficulties.

Sections two through nine are divided into the main categories of pronunciation: vowels, consonants, consonant clusters, reduction and blending, word stress, sentence stress, intonation, and segmentation. These sections together contain 186 short units. Because the units are independent, the teacher can tailor the book to suit the particular needs of individual students. Indeed, the book advises students not to go through the book from beginning to end but rather to work on the units that focus on their particular difficulties.

Each unit focuses on one particular sound contrast. The units begin with a story that illustrates how the sound contrast makes a difference in meaning, for example, "we need a tack for each picture" versus "we need a tag for each picture." After listening to the story, the students practice saying the contrasting sentences. This is followed by a choice of several other activities, such as peer tutoring, story reading, story dictation, cloze reading, story retelling, story writing, and role-playing.

The last section of the book provides in-depth phonological explanations of how to produce various sounds. This serves as an excellent resource for teachers who need to explain the production of sounds to students. It uses clear examples and illustrations that students can easily follow. I think it would have been better if these explanations had been contained in the corresponding units rather than in the last section of the book. The units themselves contain only stories and exercises with no explanations of how to produce the sounds. It is inconvenient for students to have to refer to the back of the book in order to find the necessary sound explanations.

The accompanying teacher's manual is an important supplement to the textbook. It explains the instructional procedures (which can be applied to all of the units), followed by a sample lesson plan outline and a full, detailed lesson plan along with a teacher's script. Perhaps the most important feature of the teacher's manual is the last half of the book, which contains the masters for peer practice cards. These cards focus on particular sound contrasts and allow the students to engage in peer tutoring. This activity is strongly emphasized in *Pronunciation Matters*.

Pronunciation Matters is a valuable book and resource for ESL teachers. Because students practice the target sounds in a meaningful context instead of isolated minimal pairs, students learn accurate pronunciation as a part of good communication.

Learning pronunciation in context is also helpful to ESL students for many other reasons: it strengthens reading comprehension skills, it can help students expand their vocabulary and become familiar with some idiomatic expressions used in the stories, some of the follow-up exercises (such as the story-creation exercises) can improve writing skills, and the lists of example words containing the target sound can help students with English spelling patterns. ESL teachers will welcome this textbook as a useful tool in the challenging task of teaching pronunciation.

Geneva Awad is an ESL teacher at Red Rocks Community College in Lakewood, Colorado.

PLAYING THE RIGHT ROLE

Role Play Book
Lesley Painter
English Shop Online, New York, 2000. $34.95

FOR ANY ESL or EFL teacher who has had difficulty coming up with engaging and motivating role-plays, this book will not disappoint you.

I have always found that role-plays are an inexhaustible resource in class because by their very nature they offer students fun, real fluency work and clear goals. Lesley Painter's collection of role-plays and activities is no exception. They possess many positive features. The roles are funny, creative, useful and extremely motivating for the learners.

Another important quality of this book can be found in its topics. The author has carefully chosen true to life role-play topics that will not date.

Furthermore, each role-play (thirty in all) is fully photocopiable with clear precise instructions. The author directs not only in the running of the role-play but also in the activities that can frame the role-play within an entire lesson. She also lists the language structures needed in each role-play and the suggested language

➡ to page 46

PLAYING THE RIGHT ROLE

◄◄ level of the learners. The role plays have a range of appropriate levels from elementary to advanced. There is also a mixture of group sizing from as few as pairs to as large as 18 in a class. All of the role plays can be adapted to accommodate the groups.

The role play, for example, "Get me on that Plane" provides each student with a role and an aim; students need to persuade the airport administrators to allow them to get on a flight to Rome that is fully booked. Each student has a role and a good reason as to why he or she should get to Rome. For instance, an English teacher who needs to begin a contract, a business person who is negotiating a tricky business deal and a mother who must visit her traveling daughter, who appears to be in trouble with the police.

The role play suggests that you begin the lesson by putting the students into pairs to discuss travel experiences (probably an overbooked flight will be mentioned), lead the students onto how they dealt with the problems/experiences and then deal with the necessary language. A lot of time is spent preparing the students so as to give them time to negotiate the language that they need. I doubt students will say, "I didn't know what to say" or " It was boring" or "What was the point?" The book is clearly signposted and helps the students identify what they are learning. I love to hear students ask "Can we do it again?" when we use this book.

All in all, the clear and easy-to-follow instructions and the ease with which the role plays can be incorporated into any lesson guarantee that every student will have plenty of useful speaking practice.
I highly recommend this book to teachers of all levels because it facilitates the use of role plays in the classroom. More importantly, it motivates students, especially those who are shy to speak. The book is available at the publisher's website at www.englishshoponline.com

Ian Gordon is an ESL teacher at Prep Test, an English language tutoring center in New York City.

AN ONLINE NETWORK COMMODITY

◄◄ lab and having students within that room communicate in writing by way of their computers. While many of the articles make passing reference to the Internet, only one article, that of Orlando R. Kelm discusses the applications of communicating with other students outside of the classroom.

Janet Swaffar, the first cited editor, provides a theoretical foundation and summary for this work in the first and last two articles. The remaining articles while including some review of the literature are more applied in nature sharing qualitative and quantitative data from their classes where students used computers to communicate with each other for the purpose of improving their writing skills. The software application that most of the authors were using was the InterChange function of the Daedalus Integrated Writing Environment software.

The basic message of this book is that computer-assisted classroom discussion enables students to have greater use of the language than in the traditional teacher-fronted classroom. Communicating in writing via computer reduced a variety of negative factors from the traditional classroom empowering students to take a greater role in online discussions. The increased input and output experienced by students did appear to strengthen students' ability to convey the intended meaning of their messages; however, errors in structure in general did not show as much improvement. Most of the articles discussed classes in which CACD had been used a number of times over a given semester.

This book is significant in that it documents an important stage at which discussion-oriented computer applications began to be integrated into ESL and second language course planning. For anyone seeking to better understand that integration, this book is highly recommended.

Thomas W. Ihde, Ph.D., Bilingual/ESL Graduate Program, William Paterson University, New Jersey.

PREPARING STUDENTS FOR THE WORKPLACE

The Art of Workplace English: A Curriculum for All Students
Carolyn Boiarsky. Heinemann-Boynton/Cook, Portsmouth, New Hampshire, 1997.
151pp. Paper $23.50

POLITICIANS, industrialists, and educators have been discussing the changes occurring in workplace skills as we enter the 21st century. They question whether education can prepare students to enter the workplace with the skills they need to succeed. Boiarsky argues that our educational system can prepare students for their professional lives. English courses in particular can enable students to face the increasing emphasis on oral and written communication in the workplace. Through thoughtful research, sample activities, and stories of students' and teachers' experiences, she proposes the inclusion of the genres, skills, and technology of workplace English to further enrich existing English curricula. With a focus on high schools and community colleges, she provides practical suggestions for ways in which teachers can work independently and with colleagues to expand their instructional styles and repertoire of activities that will prepare students to meet these new workplace demands.

Boiarsky explores how to make the information about literature, academic writing, and workplace English provided in class accessible not only to high achievers, but especially to those students who have had limited academic success. She believes that the cause of some students' lack of interest and success stems from traditional instructional styles, which lean toward the reflective and abstract. She suggests that the use of these styles is often impractical for low achievers, who seem to learn through more concrete and experiential learning styles. The testimony of Boiarsky and other instructors illustrate the advantages of incorporating more styles and multiple intelligences, moving instruction toward student-centered, activity-based, contextual curricula. Students once frustrated and uninterested in materials that seemed to have no relation to their lives now learn about literature and skills that are explicitly related to their future in the workplace.

While acknowledging that many teachers following the process approach to teaching reading and writing already use techniques such as collaborative work, she describes the components of two methods, developmental models and realistic contexts that can be added to the process approach. Both of these methods build the foundation of workplace literacy and tap into the students' multiple intelligences and learning styles. True to the practical nature of this book, she describes the genres of workplace literature, outlining the topics that need to be taught and the skills the students should practice. She also provides detailed activities that illustrate the application of the methodology she describes. ►►

STREET TALK

***Street Speak I: The Best of American Slang & Idioms (Classroom & Self-Teaching Series)* "Slangman" David Burke and David Harrington.**
Caslon Books, Studio City, California, 1999, Paperback, 148 pp. $16.95.
and *Street Speak II: American Slang & Idioms Used by Everyone (Classroom & Self-Teaching Series)* "Slangman" David Burke.
Slangman Publishing, Studio City, California, 1999, Paperback, 211 pp. $18.95.

THE FIRST book in this series is *Street Speak I* (SS I), which introduces the learner to close to 200 slang/idiom concepts. Wonderful animation, by Ty Semaka, is included on every page that adds to the ease of using this book and increases its affect on understanding and retention. Slang has been thought to be "one of those things that everybody can recognize and nobody can define." (Roberts, 1958, 342). However, with the help of the Slangman David Burke, slang is demystified. They provide a beginning dictionary, of not only universally accepted terms, with an approach to language acquisition that is interesting while being very informative. Subject matters chosen for the ten lessons cross race and class lines and are vital for daily communications with native speakers. Assuming the L2 learner wants to truly become engrossed in the nuances of everyday spoken English.

While presenting slang/idioms to the learner it also includes the Standard English translation and the "Real Speak" translation. Consequently, the L2 learner is not only gaining a familiarity with the slang, but an understanding of the rules of English grammar AND how the words are actually pronounced through a type of Slangman phonics. Throughout this book grammatical rules are artfully disguised within the context of the multiple slang terminology. Thus grammar rules seem less daunting to the learner as he completes the lessons.

In the second book of this series, *Street Speak II* (SS II), Slangman provides a powerful continuation from the first book. *SS II* offers a more comprehensive look at the slang terminology native English speakers (Americans) take for granted in our daily communications with others. This book is basically set up as the first, yet it has an invaluable addition that makes it a must have resource; a section termed "Slangman's Close Up Look At..." In this section the Slangman supplements the lesson with a dictionary of additional terms give the learner at minimum 20 extra terms to add to their repertoire. I cannot wait for *SS III* to come out!

The terms taught in this book border on the hilarious and are reinforced with the wonderful animation.

Reference: Roberts, P. Understanding English. New York: Harper & Row (1958).

Elizabeth J. Beardmore is a doctoral student in the Adult Continuing Education Department at Northern Illinois University in DeKalb, Illinois.

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PREPARING STUDENTS FOR THE WORKPLACE

◄ Her stories of her own teaching experiences and her proposals offered in the book make it clear that Boiarsky has a very realistic perspective on the issue of creating and adapting workplace curricula. Recognizing the value of traditional literary texts, she is in no way encouraging that these texts be abandoned. Instead, she presents the incorporation of workplace skills as an expansion, not a replacement, of existing English curricula. She makes detailed suggestions for integrating the study of traditional texts, such as *Jane Eyre*, with texts that are related to the workplace, and authentic workplace texts. She does this with an eye toward making all the in-class experiences ones which the students can relate to and participate in actively and creatively. She proposes a new focus in which the main objective for students is to experience classroom texts on a personal level in addition to responding to them on a more critical and analytical level. Her proposals for integration are sound, well thought out, and loyal to her principles of providing students with many opportunities to practice and experience how the skills might help them in their future careers.

Boiarsky knows the joys of creating and teaching material, but she also recognizes the limits of time, her knowledge, and experience. Just as she encourages collaboration among students, she also proposes collaboration among the teachers so that students may benefit from other's expertise and with the business community in order provide students with the experience of applying their skills to projects with real purposes and audiences. Once again, she uses her experiences as an outline of the process one might use to begin collaborations and offers suggestions for overcoming some of the obstacles that teachers might face. For teachers considering integrating workplace skills into their English curricula, *The Art of Workplace English* will give them new ideas, resources and motivation. In a very manageable, practical way, Boiarsky provides a framework for expanding the communication skills these teachers include in their courses and an approach for making this material more accessible to all their students.

Toni Washuta teaches ESL at the Monterey Institute of International Studies in California.

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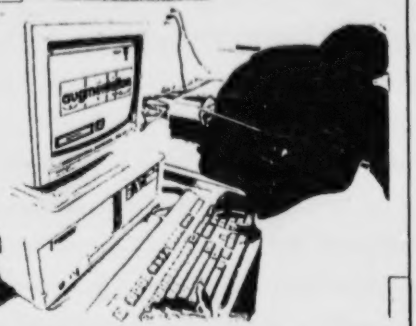

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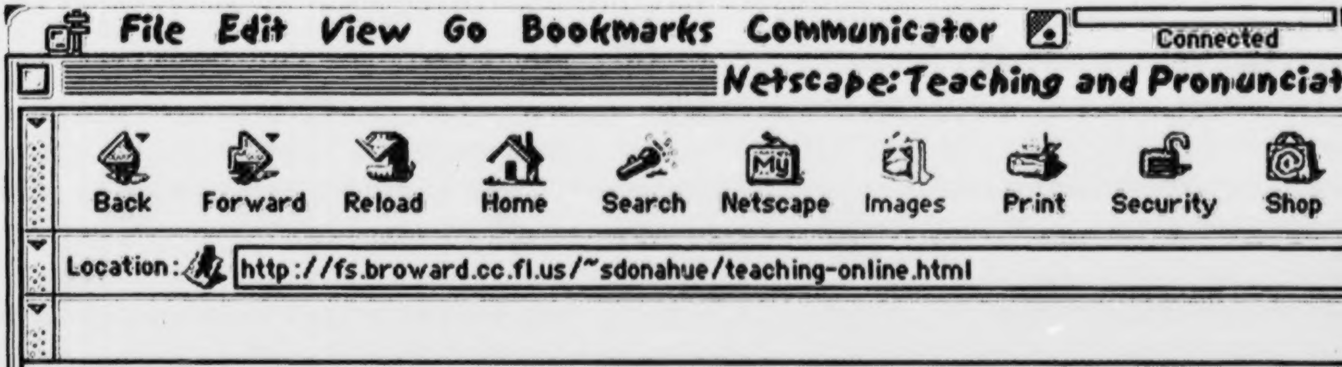
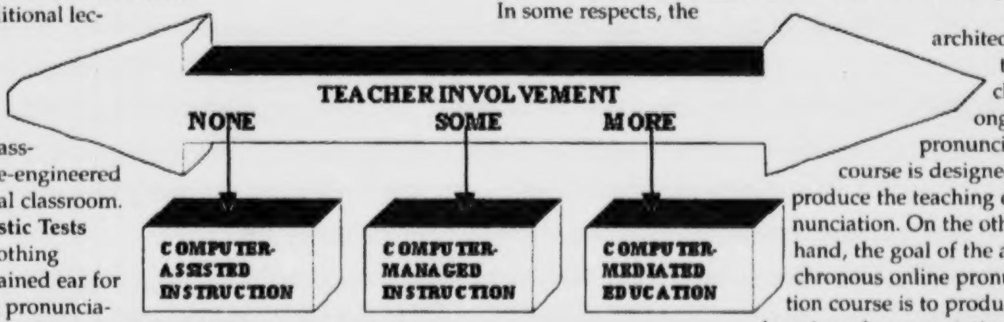


http://fs.broward.cc.fl.us/~sdonahue/teaching-online.html

Breaking New Gro

Throwing down the gauntlet, the trainer for accrediting online facilitators recently quipped that, "Anything, including major brain surgery, can be taught online" as he pitched the virtues of a major course management software (CMS) concern.

Similarly, the boast of being able to teach pronunciation wholly online conjures up images of talking heads, mirrors, and fingers pointing to the lips and teeth. However, just as the new printed book revolutionized the traditional lectures of the Middle Ages, today's onground classes must be re-engineered for the virtual classroom.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Diagnostic Tests

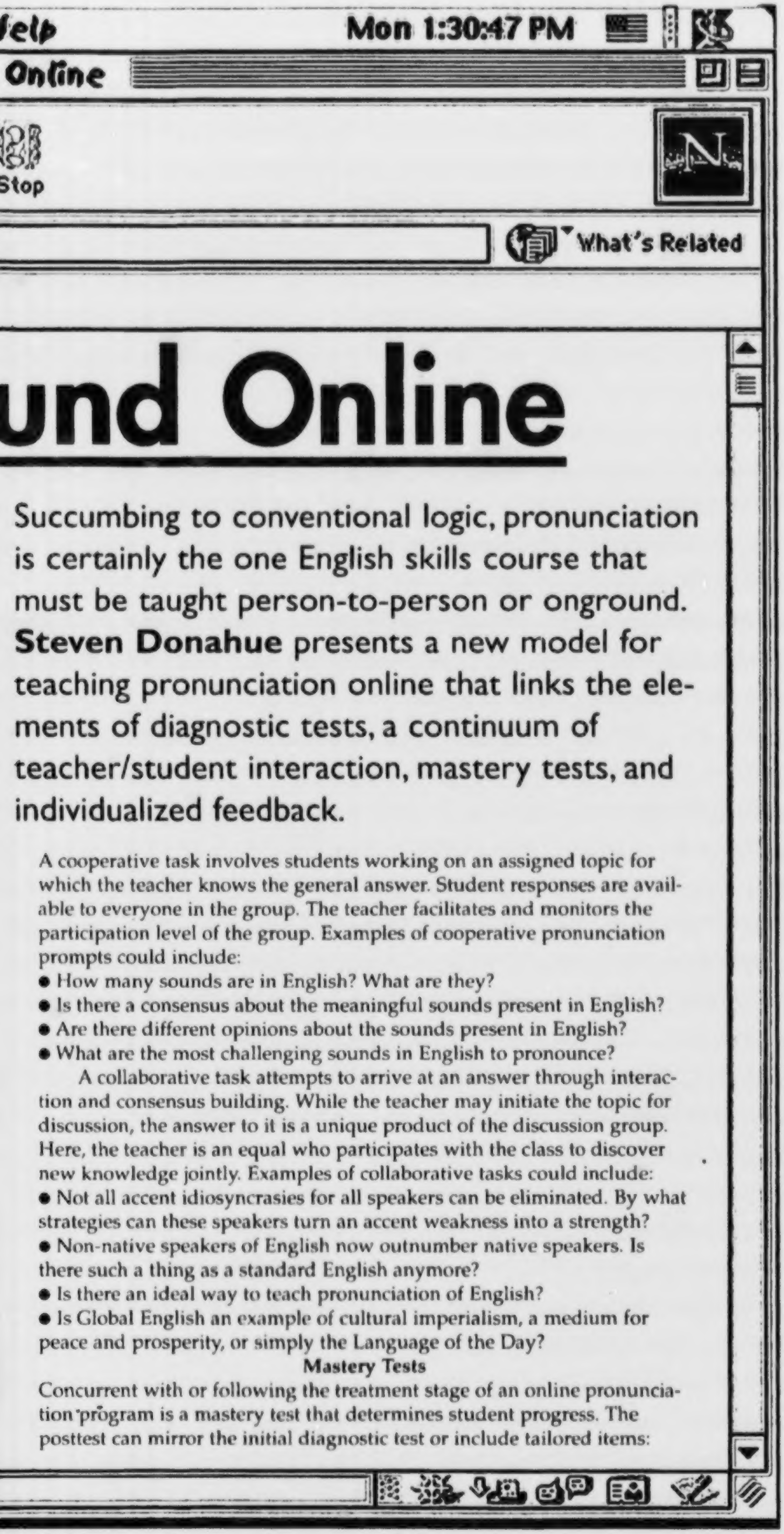
Generally, nothing replaces a trained ear for determining pronunciation problems. However, at Broward Community College we have begun to prototype an online listening discrimination test for 131 features of English pronunciation. Frequently, pronunciation problems are reflected in the inability of the second language learner to discriminate the very sounds that he or she is attempting to produce. The pilot listening discrimination test is located at: http://fs.broward.cc.fl.us/~sdonahue/. Results from tests such as this can be used in conjunction with a heuristic based upon the native language group of the ESL student to key into pronunciation areas needing improvement.

Online/Onground Teaching Compared

The onground classroom is "Time Bound" and "Place Bound" (O'Banion, 1997, pp. 10-11). Researchers have found that generally, " students can only have 10 seconds of individual attention for every hour of class" or " one full week of individual instruction for the previous 13 years of school attendance." (Heuston, 1986, pp. 10-11). By extension, this ten-second-criteria would translate to 450 seconds or about eight minutes of individual treatment for an ESL college level pronunciation course. While the onground course may be augmented by a supportive language laboratory, the unforgiving time constraints of the synchronous classroom preclude lengthy teacher-student interactions. Touting the promise of computers, Bill Gates has observed, " Technology can humanize the education environment"(1995, p.66), as a means to defeat the classroom calculus of time and place. In some respects, the architecture of the synchronous onground pronunciation course is designed to produce the teaching of pronunciation. On the other hand, the goal of the asynchronous online pronunciation course is to produce the learning of pronunciation. Successful online courses must incorporate this shift of locus from teaching to learning. The online learning environment should provide " educational experiences for learners anyway, anyplace, anytime"(O'Banion, 1995-96, p. 22) and should be designed around the needs of the students.

Continuum of Teacher/Student Interaction

Onground pronunciation courses are frequently " based on a hierarchical model in which those who know teach those who do not know" (Cross, 1998, p. 3). Online instruction has a contrasting epistemology where knowledge is constructed through the social interaction of the teacher and students. Online pronunciation courses should have a cooperative or collaborative flavor. Cooperative Learning involves students working in groups on assigned problems under the guidance of the teacher. In contrast, Collaborative Learning is a step beyond and involves the teacher working with the students on a topic that does not have a predetermined answer.



und Online

Succumbing to conventional logic, pronunciation is certainly the one English skills course that must be taught person-to-person or onground. **Steven Donahue** presents a new model for teaching pronunciation online that links the elements of diagnostic tests, a continuum of teacher/student interaction, mastery tests, and individualized feedback.

A cooperative task involves students working on an assigned topic for which the teacher knows the general answer. Student responses are available to everyone in the group. The teacher facilitates and monitors the participation level of the group. Examples of cooperative pronunciation prompts could include:

- How many sounds are in English? What are they?
- Is there a consensus about the meaningful sounds present in English?
- Are there different opinions about the sounds present in English?
- What are the most challenging sounds in English to pronounce?

A collaborative task attempts to arrive at an answer through interaction and consensus building. While the teacher may initiate the topic for discussion, the answer to it is a unique product of the discussion group. Here, the teacher is an equal who participates with the class to discover new knowledge jointly. Examples of collaborative tasks could include:

- Not all accent idiosyncrasies for all speakers can be eliminated. By what strategies can these speakers turn an accent weakness into a strength?
- Non-native speakers of English now outnumber native speakers. Is there such a thing as a standard English anymore?
- Is there an ideal way to teach pronunciation of English?
- Is Global English an example of cultural imperialism, a medium for peace and prosperity, or simply the Language of the Day?

Mastery Tests

Concurrent with or following the treatment stage of an online pronunciation program is a mastery test that determines student progress. The posttest can mirror the initial diagnostic test or include tailored items:

- Test pronunciation principles learned during treatment
- Ask for metacognitive insights into producing English sounds
- Ask for emails of selected .wav files of student speech samples

Student Teacher Interaction

With currently available software and/or hardware packages, it is possible to perform sophisticated acoustic analysis of speech signals online. While this would be time-prohibitive to analyze each sound for every student, the trained teacher who is equipped with the results of the posttest can address the recalcitrant pronunciation problems of students on a sound-by-sound basis. Acoustic analysis includes the following features:

- Intonation -> analyze speech for pitch and amplitude.
- Stress -> analyze speech waveforms indicative of stress.
- Vowels -> analyze on vowel charts or through formants.
- Consonants -> analyze based on formant, voicing, and aspiration patterns.

The above has outlined a new model for teaching pronunciation online that links diagnostic tests, treatment involving a continuum of teacher involvement, mastery tests, and individual treatment via acoustic analysis. While some of the technology is just coming online, technology is not enough in itself, and it must be augmented with solid pedagogy. The locus of the online pronunciation class must be the delivery of learning, the promoting of active learning, and the construction of real-world knowledge of pronunciation that changes the participants in a meaningful way.

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Steven Donahue, Professor of ESL, Broward Community College, Florida.

Educational institutions are jumping on the web wagon to offer online learning. But does it pay to charge for courses? **Tyler Watts** cautions against excessive expectations.

e-education: Boom or Bust?

What's the next big money trend on the Net? Experts predict the education sector will be the overall winner of generated revenues using the Internet. If you have a hunger for knowledge, you don't have far to go to sate your appetite. According to recent studies, there are now over 17,000 courses available online from 30 different countries. American colleges and universities lead the charge, providing over 75 percent of the available curriculum.

An array of sources ranging from academic institutions to multinational corporations feed the growth of online training courses by pumping billions of dollars into their development; however, these vast expenditures may pale in comparison to the rewards that await those who succeed. This is the "pot-of-gold" at the end of the rainbow that drives this investment. But will this new craze fall victim to the basic business principles of competition and social change?

If your company or educational institution is contemplating a foray into this increasingly competitive marketplace, several social and economic factors should be considered. With the arrival of the new millennium, the information age is having a greater impact on education and global commerce than ever before. The changing face of corporate hiring policies is another consideration. In the past, an MBA from an elite educational institute was synonymous with a high paying career. This "Ivy League" style hiring policy practiced by blue-chip America inspired students to get the best education they could, which usually meant the most expensive education they could afford. But times have changed; no longer does a good education equal a good job. Today, corporations often lend greater weight to practical experience over academic credentials when hiring new employees. If this trend continues, customers of educational institutes –real and virtual–looking for a competitive edge in the marketplace might trade in academia for an early start in the working world. Through the advent of personal computers and the growing dominance of the Internet, there are now more multi-millionaires *sans* a formal higher education than ever before. Human resource managers from several large companies now say that current hiring practices reward practical experience over academic achievement. As one manager said, "there is no substitute for experience." With fierce global competition in the field of online academic training continuing to heat up, more institutions and companies may find themselves battling over an ever-shrinking piece of the pie.

Along with social and economic trends, online educational entrepreneurs find themselves faced with even greater obstacles. The easy access and availability of wired courses opens academia to competitive challenges previously unseen. The concept of MBA price wars is not such a far-fetched reality. What will become of the currently popular education-for-profit business model when the price of an MBA drops 30 or 40 percent, or even more? It is feasible that online fee-based education could become a non-viable business model.

But what happens when the price of getting an education doesn't just drop, but is completely eliminated? This dynamic has already entered the marketplace courtesy of a number of companies and individuals promoting their model of free online education. This free-learning trend has the potential to significantly alter the existing landscape of online education.

Tyler Watts is a freelance author/journalist specializing in the business of education.

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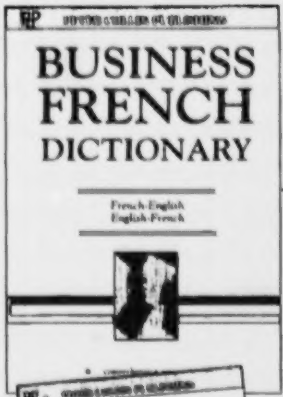

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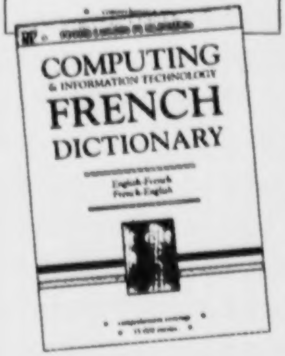

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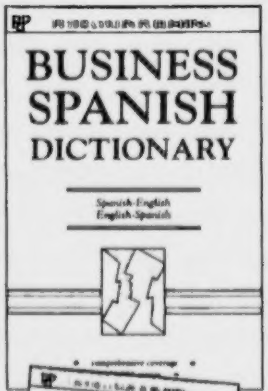

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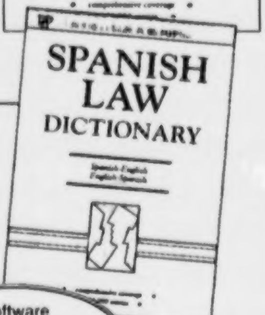

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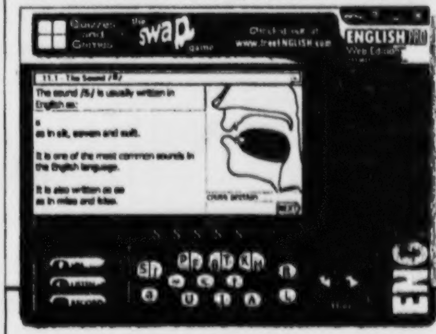

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Welcome to Newsbytes, ALR's regular look at what's new in the world of language learning multimedia products and services.

Europeans Choose Global English

GLOBALENGLISH has been chosen by Deutsche Telekom as the provider of online English instruction for employees. Deutsche Telekom, Europe's largest telecommunications company and the third-largest telecommunications carrier in the world of a highly successful pilot program and will begin offering the Internet-based training service to its employees throughout Germany this year.

"Our agreement with GlobalEnglish marks an important step in ensuring the success of foreign-language training," said Willi Elz, head of internal training and learning platforms for Deutsche Telekom. "Our staff is now able to complete a multilevel English course, adapted to their individual learning speed and conveniently close to their place of work. Another big advantage of the GlobalEnglish service is its focus on learning for daily business situations."

In March, GlobalEnglish announced that it had a major sales and distribution relationship with Telecom Italia S.p.A., the world's fourth largest telecommunications company and the largest services provider and operator in Italy. Under the terms of the agreement, Telecom Italia will deploy a 10,000-user GlobalEnglish corporate site license, making GlobalEnglish its standard for company-wide English language instruction. In addition, Telecom Italia will also distribute the GlobalEnglish service in Italy through its wholly-owned subsidiary, Trainet.

Click2ed Launch Internet ESL Discounted Program Search Portal

CLICK2ED (www.click2ed.com) has launched a unique searchable database of discounted ESL programs, which leverages the far-reaching communication possibilities offered by the Internet. Each day thousands of potential students and agents use the Internet to research which programs and schools will best meet their educational objectives. Click2ed company founders, Pierre Chamberland and Martin New, came up with the idea of using the same business model as airlines and hotels use to ensure their planes and rooms are fully booked, as often as possible, and for the best possible price.

The sophisticated search engine allows students to search for programs that are currently being advertised at a discount. Since it is estimated that 85% of programs do not run at full capacity, Click2ed's objective is to grow the market for programs by offering tools that will help better match offerings to market conditions through careful planning of seasonal and geographic promotions.

Lexia To Provide Reading Software in Texas

LEXIA LEARNING SYSTEMS has been chosen by the Texas Education Agency to provide Lexia Reading Skills Development software as part of a state-wide technology evaluation initiative through the 2000-2001 school year. The agency selected 13 school districts as pilot sites to evaluate the use of technology to support teaching in the four core subject areas as well as ESL.

According to Jonathan Bower, president and CEO of Lexia, "This project extends our already strong association with the Texas education community. Lexia software has helped teachers to dramatically improve student reading performance and test scores in many communities in Texas, including under achieving, learning disabled and ESL students."

The Lexia Quick Reading Test (QRT) is a computer-based reading skills assessment system for grades 1-12. Reading S.O.S. (Strategies for Older Students), helps students acquire reading skills by developing phonemic awareness, an understanding of sound/symbol correspondence and word decoding skills; steps identified by the National Research Council as vital for preventing reading difficulties in children.

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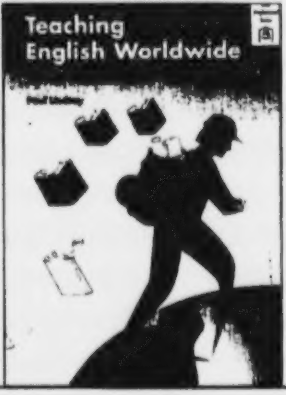

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Newsgroups, of course, are the most obvious place to post a question. Your browser will have a newsreading function. Have your students scan the "Group List" until they find the content area that matches their question. Pick an active group list and preferably one that is "moderated" to avoid spam postings. Your students can post their question and wait for the answers. The answer may not be precisely what the students expected. They can start a dialog with the responder by redefining their question or asking for clarification. Many sites function as newsgroups. ExpertCentral.com offers free advice from over 7,000 experts. You can browse through categories like arts and entertainment, business, health and medicine, law, and so on. They also have a Chat Series with topics like "A 12-step Program for Running Meetings" and "Resume Writing." The experts give their backgrounds and are rated by users.

Abuzz.com is an advice service of the New York Times. At this site, a question is posted to a circle of experts (at least people with opinions). Your students may get conflicting answers, which will be an interesting language problem for them to solve.

Knowpost.com is organized like ExpertCentral with searchable categories. This site has the interesting feature "Soapbox" giving users a chance to sound off about anything.

Anyone for real language?

The Web has thousands of people who are willing to share their opinions on most any subject - and some of their opinions and advice may be accurate. Whether the answer is true or not, doesn't really matter. It's the process that counts. Searching for information and dealing with ambiguity are important language lessons.

If your students don't feel comfortable with ambiguity, send them to the University of Michigan's Internet Public Library (ipl.org) or the Virtual Reference Desk (vrd.org) of ERIC Clearinghouse on Information and Technology and the National Library of Education. The answers may not be any more accurate, but they come with a pedigree.

Advice does not always come cheap. Some of the sites below may charge for their services.

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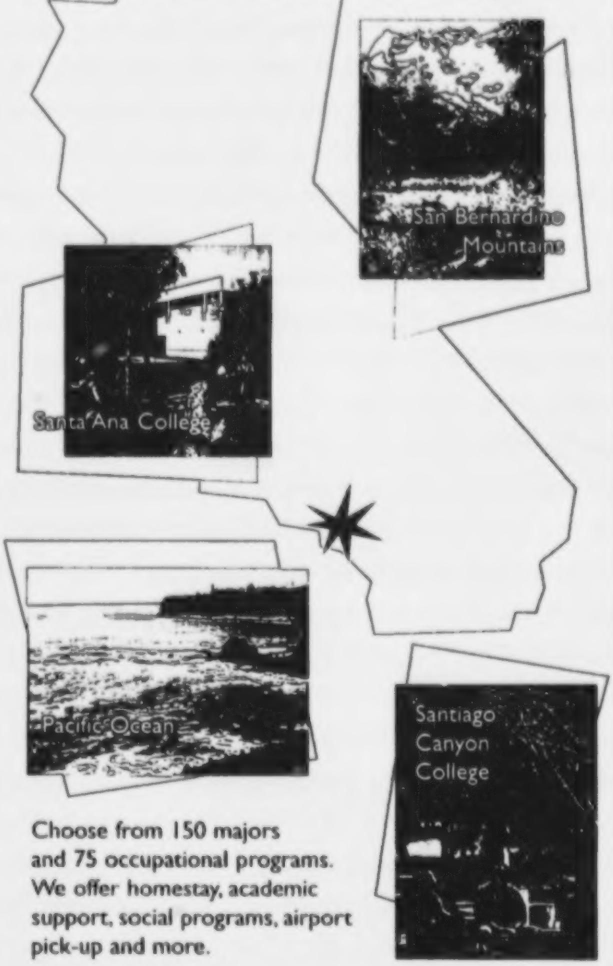

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Artwork by Cer Queda, from the magazine Nuni

The Flowering Word

Using indigenous language and Spanish, Mexico's Native writers are sounding a new note that is impacting the nation and the world. Inés Hernández-Avila reports.

For the last ten years, a contemporary movement of Native writers in Mexico has been steadily growing. The writers are holding local, regional, national, and international gatherings and workshops; publishing their works in bilingual editions, in their Native languages and Spanish; generating funds to support writing projects and centers throughout the country; and traveling around the world to present their work and represent their communities.

Inspired by the vision of one Native intellectual in particular, Natalio Hernández, this contemporary movement seeks the re-vindication and re-vitalization of indigenous languages and cultures. Hernández used his position in the federal government (first in indigenous education, then in popular culture) to encourage emerging Native writers throughout the country to meet each other. They went from working in isolation to contributing collectively and systematically to a new national consciousness that values Native languages. A parallel goal is an insistence that Mexico discard the traditional anthropological and ethnographic concepts in favor of an image of Native peoples as protagonists of their own destiny, as agents of creative change.

In 1993, the movement officially became the Asociación de Escritores en Lenguas Indígenas [Association of Writers in Indigenous Languages], sending a message to the Mexican nation that the time had come for it to manifest itself as the multilingual and pluricultural society it purports to be. This goal, as articulated in Article 4 of the national Constitution, stipulates that the state will protect and promote the development of indigenous languages, cultures, practices, customs, resources and specific forms of social organization. It would also guarantee Native peoples effective access to government services. But, in spite of the ostensible guarantees, the law has proved to be ineffective.

For this reason, in April 1999, the Association sent to the national House of Representatives a "Legislative Initiative on the Recognition of the Linguistic Rights of Indigenous Peoples and Communities of Mexico."

Through this initiative, the Association is proposing to:

- Promote the preservation and development of the indigenous languages of Mexico;
- Define a linguistic policy that guaran-

◄◄ tees that the languages of each indigenous people and community become official within and outside of their territories;

- Articulate the linguistic and cultural projects of indigenous peoples and communities on a national level;
- Transcend the present linguistic inequity as a means of assisting in the reconstruction of indigenous peoples and communities.

According to Juan Gregorio Regino (a Mazatec and past President of the Association), this initiative implies a total revision of the concept of nation that prevails in Mexico today. To insure that there is a broad-based consensus for the initiative, the Association is circulating the document amongst indigenous organizations, academic specialists, and especially indigenous communities, through regional workshops dedicated to the careful reading and analysis of the initiative's contents.

The legislative initiative is a bold move on the part of this relatively young but representative association.

According to the Secretaria de Educación Pública [Department of Education] and the Fondo Nacional para la Cultura y las Artes [National Foundation of Culture and the Arts], Mexico has 6.7 million speakers of Native languages: 112 million are children less than four years of age (there are another 4 million Native people who do not speak their languages). Of the 170 distinct languages alive before colonization, there are 62 indigenous languages spoken in the country today, 24 of which are in danger of extinction. The largest indigenous populations include the Nahuatl (2,563,000); the Maya (1,490,000); the Zapotec or diidzaj (785,000); the Mixtec or ñuu savi (764,000); the Otomí or ñahñú (566,000); the Tzeltal or k'op (547,000); and the Tzotzil or batzil k'op (514,000).

President: Juan Julian Caballero

The recent Zapatista uprising in Chiapas has impacted these significant populations, the consciousness of Mexico and the world. In a 1997 Declaration, the Writers in Indigenous Languages cited the Accords of San Andrés (negotiated by the Zapatistas with the federal government in 1996), affirming that their efforts join those of the Zapatistas to make the federal government comply with the agreements reached on behalf of indigenous rights and cultures.

Juan Gregorio Regino, head of the Advisory Board of the Association

In the years prior to 1990, many of the Association members were working as bilingual teachers in rural areas, having been trained from assimilationist perspectives to teach children and young people to readily assume a "modern" approach to society, which meant leaving their "outmoded ways and languages" behind (a story all too familiar to Native communities throughout the hemisphere). However, many of the teachers who became founding members of the Association went on to become ethnolinguists, specialists in their own languages; as they worked on dictionaries and grammars, and began collecting the oral tradition within their own communities, recording the songs, coming back to the elders, they were consistently inspired to write their own works in their languages.

Many of the members were also community organizers, working for social betterment in a variety of ways, often through creative expression, like music and theater. Some, like Mayan writer Feliciano Sanchez Chan, began writing theater pieces as children, culling from the rich oral tradition stories which could be dramatically adapted to address issues pertinent to the community. Sanchez Chan echoes the feelings of many of the Association's members when he says:

"I don't know if we can speak of a "resurgence" [of creativity] because there is continuity, . . . now we're only proposing a new way to present [our forms of expression] before the eyes of the world, and that's through written literature,

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which existed before just in different forms among the Maya."

In xochitl in cuicatl, a Nahuatl pre-Colombian expression and legacy of contemporary Nahuatl speakers, means "floricanto," or "flower-and-song"; it is the term for poetry, and in the ancient and contemporary tradition, poetry was (and is) the way to arrive at truth, by talking to God in your heart. The Association sponsors monthly recitals called "The Festival of the Word: Song to Diversity" at its national center in Mexico City.

In one of his poems, "Yancuic Cuicatl/ Canto Nuevo," published in a 1994 bilingual (Nahuatl/Spanish) collection by the same name, Hernández portrays a people who come from the different directions to meet, to greet each other, to verify they are still alive and to confirm each other's existence. Their hearts are happy to see each other; they feel strengthened to hear each other; they tell of their sadness and joys. The elders speak to the gathering, pronouncing the ancient teachings; everyone listens with respect to the wisdom of the old ones. At the close of the gathering the people return to their communities, with the enriching words and their thoughts flourishing. The men, women, and children of the villages came together to receive them, their hearts and thoughts uniting into one. The drums were heard again; there were flowers and songs; poetry came alive once more. This, the poem concludes, is how the new song was created, this is how the Indian song was revived. The voices could be heard for long distances and the mountains responded.

Ayoc aca quicotonas ni tlahtoli
Ayoc aca quicotonas ni cuicatl
Yancuic cuicatl, yancuic tlacatl
Now no one can stop these words
Now no one can interrupt this song:
New song, new human being.

And so Hernández captures what is happening with this movement that he helped to start.

Consistently, the writers say their communities never thought they would hear, or read, literature written in their own languages. They never thought they would see works in their languages published, sold at bookstores, winning literary prizes, being translated into other world languages. The writers are giving the example of the need to work with the elders, to cherish their knowledge and their stories, to learn the "old languages," the "big words," as my Aunt Tillie (who was Nez Perce) used to say. For most of these writers, it is not enough to write in the language of daily use; the profundity lies in the ceremonial language, the language that knows the intimacy of the earth and of the cosmos. The children are also involved in workshops, learning to read and write creatively in their languages; special prizes for literature written by children have been instituted, to encourage them to continue.

As the writers delve more deeply into the roots of their languages, they integrate other sources of inspiration into their works, recreating ancient songs for new contexts. Tojolobal Maya writer Roselia Jimenez Perez (Chiapas) wrote a song that has become a call for the Association; it begins, "Laik laik petsanil kumal petsanil kumal laik" ["Come voices, all, all, come"], to work in unity, to join hearts, to sow the seeds of change and to reap the harvest. The new time has come.

Inés Hernández-Avila is Associate Professor of Native American Studies, at the University of California, Davis. This article is based on her research project, "The Power of Native Language(s) and the Performance of Indigenous Autonomy: The Case of Mexico." She is supported in this work by UC MEXUS, the Davis Humanities Institute, and UCD Committee on Research. Pictures provided by Inés Hernández-Avila

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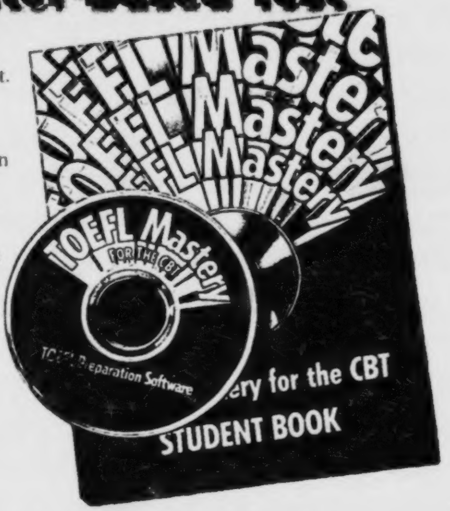

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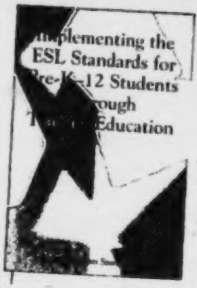

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The Two Faces Of English Words

In the year 1666 a great fire swept through London and destroyed more than half the city, including three quarters of St. Paul's Cathedral. Sir Christopher Wren, the original designer of the Cathedral and perhaps the finest architect of all time, was commissioned to rebuild the great edifice. He began in 1675 and finished in 1710, a remarkably short period of time for such a task. When it was completed, Queen Anne, the reigning monarch, visited the Cathedral and told Wren that his work was "awful, artificial and amusing." Sir Christopher, as the story goes, was delighted with the royal compliment, because in those days awful meant "full of awe, awe-inspiring," artificial meant "artistic" and amusing, from the muses, meant "amazing."

That was 300 years ago. Today, the older, flattering meanings of awful, artificial and amusing have virtually disappeared from popular use. Indeed, the general rule of language is that when a single word develops two polar meanings, one will become obsolete. Occasionally, though, two diametrically opposed meanings of the same English word survive, and the technical term for these contrarians is a contronym. More popularly, they are known as Janus-faced words because the Greek God Janus had two faces that looked in opposite directions.

Here are two sentences that will solidify your understanding of how Janus-faced words work:

"The moon is VISIBLE tonight."

"The lights in the old house are always INVISIBLE."

Although the two capitalized words are opposite in meaning, both can be replaced by the same word-out.

When the moon and the stars are out, they are visible. When the lights are out, they are invisible.

Here are some contronymic sentences that show how words wander wondrously and testify to the fact that nothing in the English language is absolute:

with. alongside; against: a. England fought with France against Germany. b. England fought with France.

clip. fasten; separate: a. Clip the coupon to the newspaper. b. Clip the coupon from the newspaper.

fast. firmly in one place; rapidly from one place to another: a. The pegs held the tent fast. b. She ran fast.

bolt. to secure in one place; to dart away: a. I'll bolt the door. b. Did you see the horse bolt.

trim. add things to; cut away: a. Let's trim the Christmas tree. b. Let's trim the hedge.

dust. remove material from; spread material on: a. Three times a week they dust the floor. b. Three times a season they dust the crops.

weather. withstand; wear away: a. Strong ships weather storms. Wind can weather rocks.

handicap. advantage; disadvantage: a. What's your golf handicap? b. his lack of education is a handicap.

commencement. beginning; conclusion: a. Beautiful weather marked the commencement of spring. b. She won an award at her high school commencement.

hold up. support; hinder: a. Please hold up the sagging branch. b. Accidents hold up the flow of traffic.

keep up. continue to fall; continue to stay up: a. The farmers hoped that the rain would keep up. b. Damocles hoped that the sword above his would keep up.

left. departed from; remaining: a. 10 people left the room. b. Five people were left in the room.

continue. proceed; put off: a. Let's continue negotiating. b. The judge decided to continue the case.

critical. essential; opposed: a. Her speech was critical to her campaign. b. He was critical of her speech.

flush. Flush the dental floss down the drain. b. Flush the quail from the bush.

blow up. expand; destroy: a. Let's blow up the photograph of the airbase. b. Let's blow up the airbase.

take. Steal; earn: a. He took $100 from the dresser. b. He took $100 for mowing the lawn.

wind up. start; end: a. I have to wind up my watch. b. Now I have to wind up this discussion of curious and contrary contronyms.

- Richard Lederer

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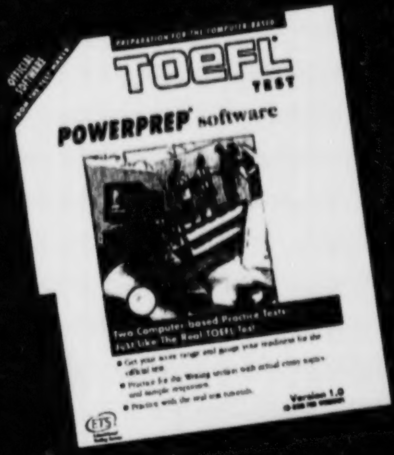
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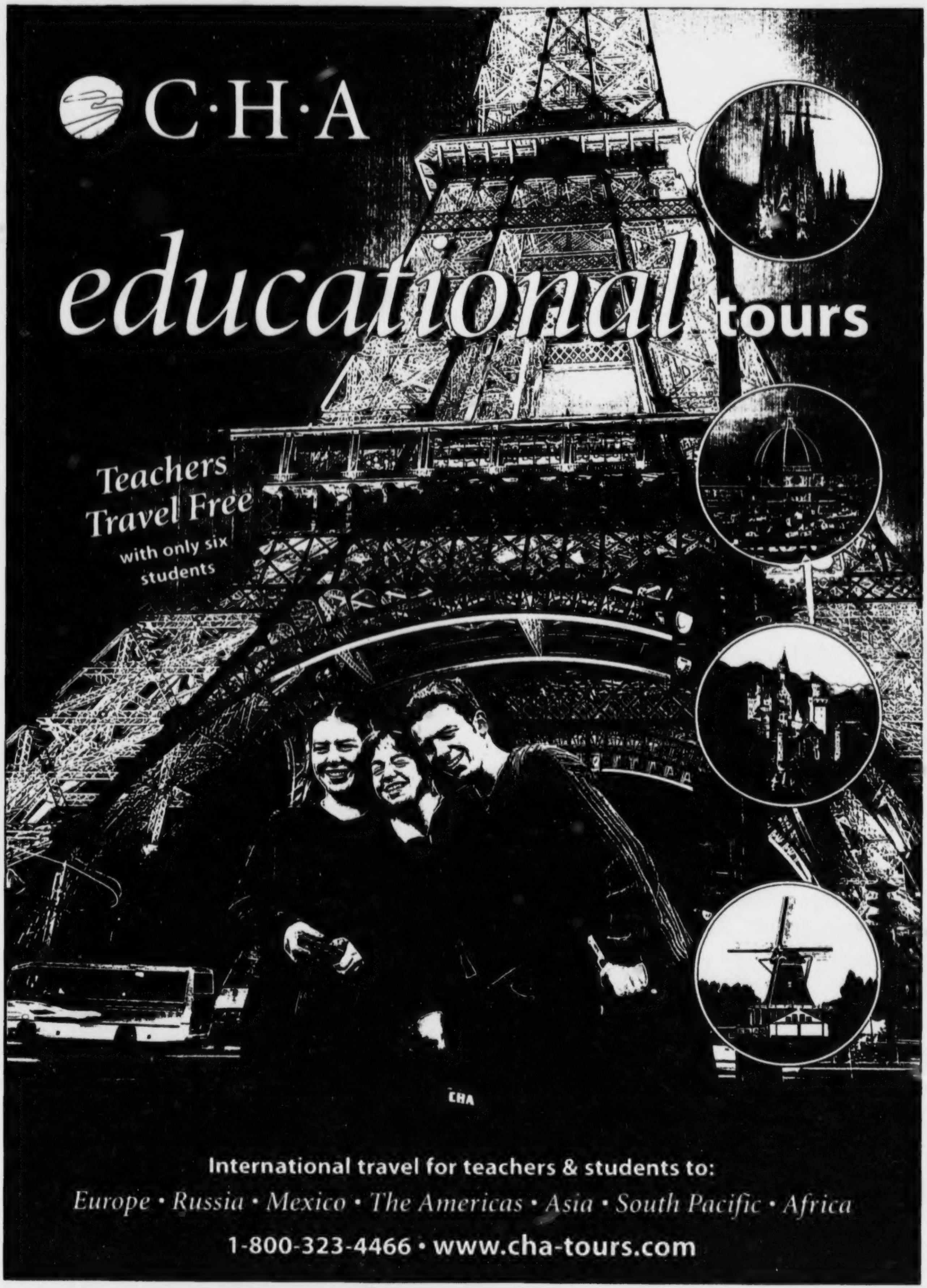
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GLOBAL REACH: "The best English pupils of school No.180 in Novosibirsk, Russia." (Left to right) Alina, Rita, Juliana, Ksetria and Katia enjoy the "Kids' Stuff" (September/October 1999) issue of ALR.

ON THE COVER: Nancy Leibold, a lawyer for the deaf, uses sign language to communicate with her clients. © Peter Turnley/CORBIS.

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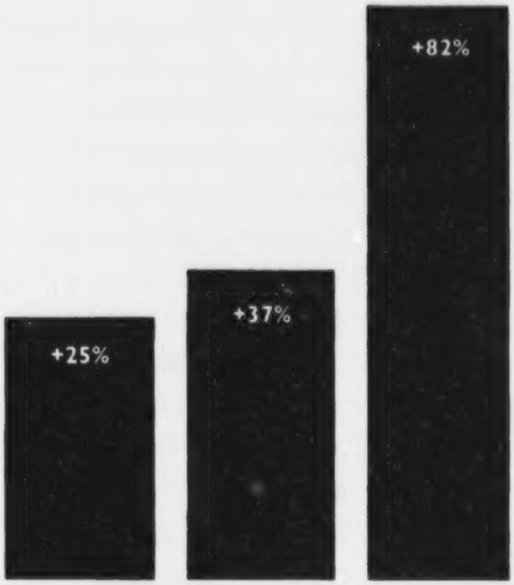

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Limited English proficiency students in Mesa, Arizona realized significant gains of up to 37% in language arts and mathematics.

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Disabilities and Teaching Diversity

EARLIER this year, representatives from several major international organizations convened in Beijing to develop a new century strategy for the full participation and equality of people with disabilities in mainstream society. The authors of the "*Beijing Declaration On the Rights of People With Disabilities In the New Century*" recognized that awareness of the issues facing people with disabilities has increased over the past decade.

They also noted that this new awareness has not resulted in a significant improvement of the lives of these people, especially women and girls with disabilities, who remain the most invisible and marginalized of all disadvantaged social groups. Disabled people face a wide variety of challenges. Some face learning problems due to physical handicaps (e.g., impaired sight or hearing, or orthopedic disabilities), others must cope with mental retardation, emotional disturbance, or cultural or environmental disadvantages. The Beijing Declaration addressed, as a priority concern, the need for advanced education and training for people with disabilities, who often live in poverty. Most disabled people want to be part of the workforce and to enjoy financial autonomy instead of being forced to rely on a government check each month. For many people with disabilities, the acquisition of language skills is the key to their independence through employment, including teaching.

So why is there such a shortage of language teachers with disabilities?

It seems that many students with disabilities are not given the opportunity to teach as assistants, instead they are advised to become researchers or to take other positions where they are less visible.

Another reason for the shortage may be the general perception that teachers with disabilities are weak and cannot control, say, a classroom of unruly children. Some school administrators are worried that a disabled teacher will become the focus of ridicule and cruel jokes, although studies suggest that children actually admire the courage and resolve displayed by many teachers with disabilities as they overcome the challenges of living in a world created by "able" people. Negative attitudes towards people with disabilities may also be prevalent among members of faculty or staff.

Despite the passage of the Americans with Disabilities Act, recruiters often avoid hiring candidates who need accommodations such as a wheelchair ramp or an interpreter, preferring to choose a person who uses a cane over one who uses a wheelchair. Even when hired, people in wheelchairs often find that seating arrangements in the classroom fail to accommodate them. Of course, some disabilities are more visible than others are. There are teachers who have "hidden" learning disorders such as ADD and even dyslexia.

Assistive Technology has been instrumental in helping language teachers with disabilities enter the classroom. Blind teachers are able to grade papers using Braille readers, scanners and computers with Braille and audio features. But concern has been expressed that Internet and computer resources are increasingly reliant on such features as videos with soundtracks, navigational devices labeled only with graphical navigational schemes, and other techniques that may prevent equal access to educational and employment opportunities for students or faculty who have disabilities. Schools and companies can check to see if their webpages are accessible to people with disabilities by going to the Bobby site (http://www.cast.org/bobby/)

School and university teacher training departments must recognize the importance of recruiting, training and retaining graduate students and faculty with disabilities. These students need good mentoring and the opportunity to teach. Fighting discrimination against language teachers with disabilities will ensure that America's classrooms will benefit from real teaching diversity.

Reference: Anderson, Ronald J., Clayton E. Keller, and Joan M. Karp. 2000. Enhancing Diversity: Educators with Disabilities. Washington DC: Gallaudet University Press.

Ben Ward

Ben Ward, Editor

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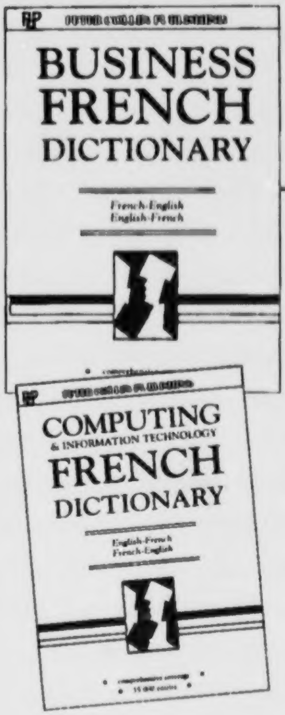

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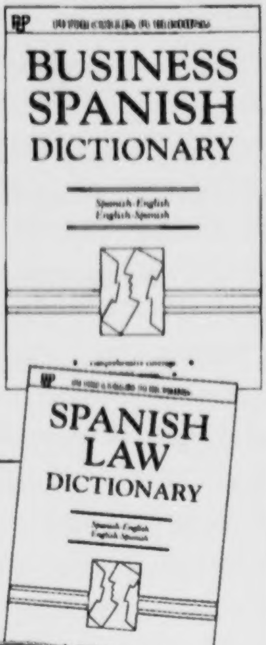

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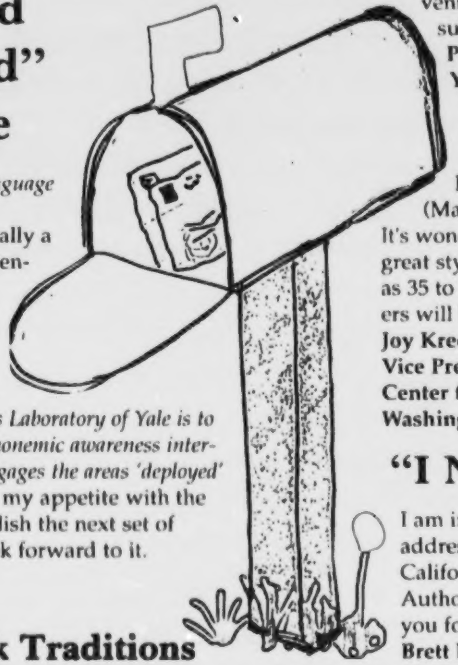

"Science Behind Learning to Read" Whets Appetite

I am a new subscriber to *American Language Review*. The cover story article from May/June 2000 (*Mind Reading*) was really a very interesting look into the more scientific aspects of how people learn to read. As a teacher, I find it easy to forget the process in which my students develop their reading skills. The article mentioned in its last paragraph that *"the next work of the Haskins Laboratory of Yale is to observe brain activity when the proven phonemic awareness interventions are applied whether the brain engages the areas 'deployed' by competent encoders"*. After whetting my appetite with the first part of the study, I hope you publish the next set of findings when they are revealed. I look forward to it.

Richard Thomas,
Portland, Oregon

Online Courses Break Traditions

The article "e-education: Boom or Bust?" (*ALR* May/June 2000) highlights a debate which I think will rage on for many years to come. Obviously, easy access to the internet is convenient for distance learners, but I don't think it is any substitute for in-classroom education.

Pauline Henry
Yorkshire, England

Dialects' Series Speaks Volumes

Regarding the last issue of *American Language Review* (May/June 2000), GREAT ISSUE!! I am so impressed. It's wonderful! The new dialects' series has been launched in great style. Send me some copies for people at CAL as well as 35 to UCLA for my summer institute. I think those teachers will be very happy to know about it.

Joy Kreeft Peyton
Vice President
Center for Applied Linguistics (CAL)
Washington, DC

"I Need Help With Program"

I am interested in creating a computer program that would address illiteracy in the juvenile prison systems in California (Juvenile Services Center and California Youth Authority.) What advice can *ALR* readers offer me? Thank you for your time and interest.

Brett Brown, M.Ed.
Reading/Educational Technology Specialist
Encino, California

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Schools Must Be Aggressive to Overcome Chronic ESL Teacher Shortages, Report Reveals

SCHOOL DISTRICTS across the country are struggling to fill vacancies for English as a Second Language (ESL) teaching positions in time for the next school year.

The American Federation of Teachers reported a chronic shortage of ESL teachers in 1999 and some surplus in elementary and social studies teachers. A study last year by the National Commission on Teaching and America's Future said there are plenty of teachers in the job pool, but the challenge is in recruiting. State education departments and school districts that do not develop aggressive recruitment strategies or accept licenses awarded in other states suffer teacher shortages, the report said.

Congress Waives Language Requirement For Hmong Immigrants

IN A MOVE designed to ease U.S. citizenship regulations for Hmong immigrants who fought in Laos, Congress has passed a measure that waives the English language requirement of the civics test for Hmong veterans, their spouses and widows. Many Hmong refugees relocated in the United States when they were forced to flee their homeland.

Under the legislation, as many as 45,000 Hmong immigrants could take the civics test with the aid of an interpreter. The blanket exemption from the English language requirement is unprecedented. Currently, only legal immigrants 50 years or older, who have lived in the country for a lengthy period, have been allowed to take the exam with a translator.

Rep. Bruce Vento, D-Minn., the bill's chief sponsor, said: "The Hmong passed a more important test than a language test. They risked their lives for American values and to save U.S. service personnel."

According to the bill's supporters, many Hmong have found it difficult to learn English because they come from a tribal society that lacked a written language until recently.

Communication Breakdown May Be To Blame For Medical Shortfalls

LANGUAGE BARRIERS could be partly to blame for the millions of children eligible for Medicaid that go without coverage every year.

The findings, from a recent University of Pittsburgh study suggest that state Medicaid programs need to focus efforts on reaching out to non-English speaking communities. Among Medicaid-eligible children, 29 percent of Hispanics were uninsured, compared with 19 percent of whites, 17 percent of blacks and 12 percent of Asian/Pacific Islanders.

Seventy-five percent of the Hispanics who responded and turned out to be eligible for Medicaid requested to be interviewed in Spanish.

"While we cannot say definitively that the parents of eligible children not enrolled in Medicaid do not speak English, the study results do show that a significant number of individuals in this group feel more comfortable communicating in Spanish," said researcher Chyongchiou J. Lin, of the Graduate School of Public Health at the University of Pittsburgh.

Bush Carries "Spanish For Dummies"

CREDIBLE EYEWITNESS accounts report that presidential candidate, Governor "Jorge" W. Bush, carries around a copy of "Spanish for Dummies" to help him address Hispanic gatherings. Bush was recently at Destino 2000 in Los Angeles.

Denver Public Schools Condemns "English For Children" Initiative

DENVER, COLORADO: The Denver Public Schools board has passed a unanimous resolution condemning the "English for the Children" initiative, which, if passed, would limit most bilingual education programs to no more than one year in length. The current court-monitored English Language Acquisition program moves most non-English speakers to English classes in three years. Board member Sue Edwards called English for the Children "a flat-out infringement" of local boards' constitutional duty to run schools.

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NAFSA Provides Valuable Sessions

MORE THAN 6,000 delegates converged on San Diego in May to attend NAFSA's 52nd Annual Conference with the theme "Developing a Creative Climate for International Education." Guest speakers included Francis Fukuyama, author of "The End of History." The NAFSA: Association of International Educators meeting is of particular interest to administrators and teachers working in Intensive English Programs and there were many valuable sessions for participants to choose from. Pictured left are Ben Ward, Editor, *American Language Review*, June Noronha, NAFSA President-Elect and Marlene Johnson, NAFSA Executive Director & CEO. (Above) *ALR* staffer Roy Walker stocks magazines, supplied for delegates, in the conference hall.

Medical Student In Murder/Suicide After Being Told His "English Wasn't Up To Scratch"

SEATTLE, WASHINGTON: A medical resident, whose contract was terminated because of his English language shortcomings, killed himself after fatally shooting his supervisor.

Dr. Jian Chen, who worked at the University of Washington, became upset when he was informed that his English wasn't up to scratch. Chen was offered extra language classes, but it is not clear if he took advantage of them. When Chen showed no improvement, his workload was cut. Chen, a 42-year-old United States citizen originally from China, was told that he would not be asked to return to the University because of his lack of ability in English. Residents became concerned about Chen when they found a phone book open to gun shop listings and a map on his computer showing the shop where Chen later bought the weapon that he used to kill his supervisor, Dr. Rodger Haggitt, and then himself.

For all the latest electronic education news and information see p.59

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Germans Turn To English

IN A DRIVE to create a bilingual German youth, the country's largest state, North Rhine-Westphalia has announced that primary school pupils are to be taught English through a remodeled curriculum involving games and play. All pupils from the age of eight will be given two hours of formal English lessons a week to prepare them for a multilingual life.

Previously foreign language classes did not begin in most German schools until the age of 11.

The language policy adopted in North Rhine-Westphalia is likely to be followed by most other German states. The state's education minister, Gabriele Behler, said: "Improved ability in the global language, English, will provide a better start for our children in an international society and working environment."

To make the new policy work, 1,200 new teachers will have to be employed and there will be extra training to make sure their command of the English language is up to scratch.

A recent study by the European Commission in Brussels reflected the new dominance of English in the European Union. It showed that four-and-a-half times more secondary school children in the EU are learning English as their second language than French although German is by far the largest mother tongue enclave of any language in the EU.

Although Germany is an economic powerhouse, acceptance of its language on an international level has not been forthcoming. Successive German governments have spent millions of marks on language centers around the world, including almost 170 government supported Goethe Institutes and 2,200 German language teachers and specialists. Outside German speaking countries, less than one percent of the world's population speaks German.

McGraw-Hill Acquires Tribune Education

MCGRAW-HILL will acquire Tribune Education, a leading publisher of supplementary educational materials. Tribune Education consists of five educational segments spanning pre-K through college and professional, including The Wright Group and NTC/ Contemporary Publishing.

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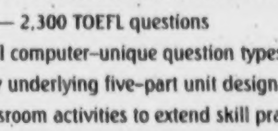
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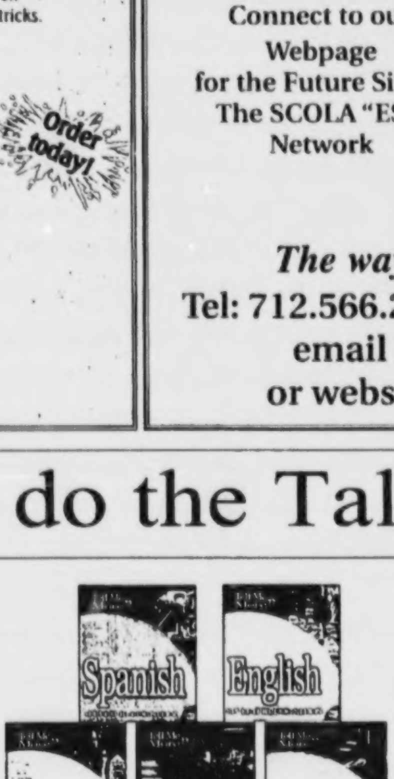

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Susan Berk-Seligson examines the problematic role of the court interpreter.

Legal proceedings carried out with the aid of a court-appointed interpreter are different from monolingual judicial events. Whether it is in the courtroom proper, or in pre-trial phases of judicial process, such as in police work (Berk-Seligson forthcoming) or in protective order interviews involving domestic violence victims (Berk-Seligson and Trinch 1999), the presence of a court interpreter is felt.

Ethnographic observation in federal, state and municipal courts has demonstrated that even though judges and lawyers may want the interpreter to be unobtrusive, they themselves regularly bring the focus of attention to her, often by not following the norms established for working with court interpreters (Berk-Seligson 1990a, 1990b). For example, instead of addressing questions directly to the witness or defendant, they often address the interpreter instead, asking her to "Ask him (the witness) where he was that night." This type of improper questioning routine brings the interpreter's persona into the interactional equation, in a way that was not intended by the courts. The problem becomes more acute in informal sociolegal settings, such as protective order application interviews.

Seen But Not Heard?

In the courtroom context, judicial interpreters often draw attention to themselves because of problems they encounter during the examination of a witness or defendant. They often feel the need to clarify witnesses' or defendants' answers, as well as attorneys' questions, when they see the possibility of confusion arising over the wording of a question or an answer. Sometimes the confusion is over lexicon (e.g., dialectal variants based on geographic origin), or slang terminology known only to members of a particular social group, such as users of illegal narcotic drugs. At other times confusion has its roots in grammatical ambiguity, for example, the meaning of third-person plural verb forms in Spanish, which can represent either the subject 'they' or 'you [plural]'.

When such confusion over meaning arises, some interpreters regularly halt the flow of questioning to clarify the ambiguity. This regulatory function of the court interpreter can be seen also during attorney objections and witness attempts to answer questions to which objections have been raised. Besides regulating the flow of testimony, interpreters have the power to alter the pragmatic force of lawyers' questions and witnesses' or defen-

Interpreters are more accurate in interpreting leading questions when they are using the consecutive mode rather than the simultaneous mode, and they interpret such questions more accurately at trials than at depositions or hearings.

dants' answers. A study of leading question types demonstrates that court interpreters tend to weaken the force of attorneys' leading questions when they convert them from English to Spanish for persons testifying (Berk-Seligson 1999). Other studies (Rigney 1999:3) support this finding: "When questioning is done through an interpreter, attorneys lose control over witness testimony, not only because the constant switch between languages slows down the interrogation process, but also because interpreters inadvertently alter the pragmatics of questions as tools of manipulation." Berk-Seligson (1999) demonstrates how leading questions in English vary in their degree of coerciveness, and how court interpreters, in rendering these questions in Spanish, tend to lower the level of coerciveness of such questions.

However, interpreters are more accurate in interpreting leading questions when they are using the consecutive mode rather than the simultaneous mode, and they interpret such questions more accurately at trials than at depositions or hearings. Thus, interpreting mode and type of proceeding turned out to be important predictive variables in accounting for the degree of accuracy in the interpreting of leading questions. Other variables (length of question and type of leading question) turned out not to predict interpreting errors.

Berk-Seligson's (1990) findings that interpreters regularly omit important pragmatic markers in their interpretations (e.g., politeness markers, hesitations) are consistent with those of Hale (1999), who discovers in cases of interpreting in Australian courts that interpreters routinely omit or mistranslate discourse markers such as 'well', 'now' and 'see', which are used by attorneys as devices of argumentation and confrontation.

Moreover, the presence or absence of such discourse features can have a powerful impact on persons judging the truthfulness and competence of persons testifying on the stand.

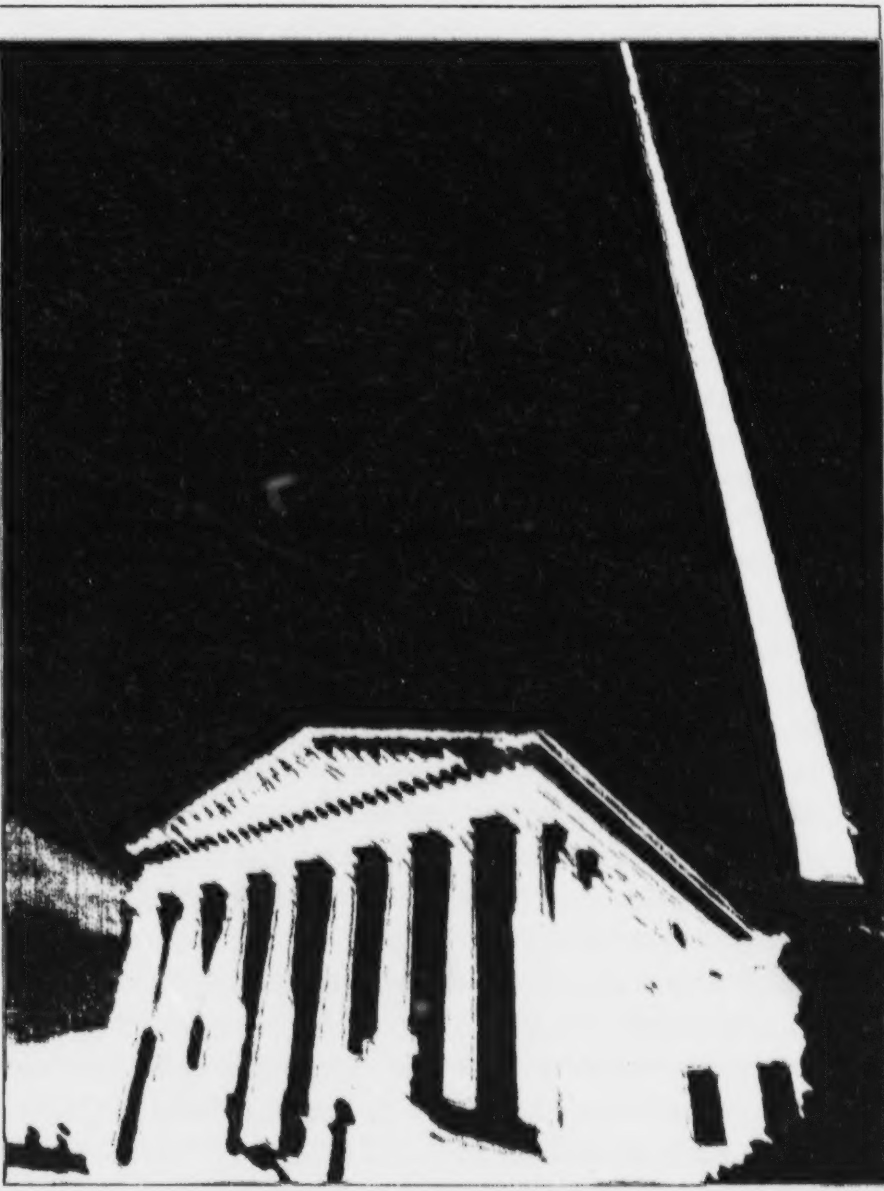
The same study shows with experimental data that pragmatic features such as politeness, hyperformal register, hedging, together with interactional variables such as interrupting an attorney in the middle of his/her question, or a witness in the course of his/her answer, can result in mock jurors forming either a more positive, or alternatively a more negative impression of that attorney or witness, depending upon what the interpreter says or does in the ➡

◄◄ course of interpreting. Furthermore, appellate courts are increasingly becoming aware of the importance of interpreting, whether it is in the courtroom (Berk-Seligson 1990) or in the police station or jail (Berk-Seligson forthcoming).

As all of these studies demonstrate, and as Morris (1999:6) so aptly puts it, most of the professionals who work for the judicial system "consider the court interpreter a mere instrument," while defendants "perceive her as a psychological haven." However, neither concept is an accurate one. Empirical studies such as the ones cited here are evidence of why this is so. The findings emerging from empirical studies of court interpreters at work point to important policy recommendations for those working in the field of administration of justice. First, persons employed by the courts, whether on a free-lance basis or in regular staff positions, should be highly qualified. There is federal certification in Spanish, Haitian Creole and Navajo, and in a growing number of states, certification exams in a variety of languages, Spanish always being among them. The National Center for State Courts, based in Williamsburg, Virginia, is at the forefront of creating such exams for a consortium of state courts. Secondly, judges and lawyers need to be trained to work effectively with court interpreters. The former should not constitute an additional impediment to the smooth flow of dialogue in the courtroom.

In conclusion, far from being invisible, court interpreters bring their own personae to the courtroom and to other less formal sociolegal speech events. Those who work for the judicial system need to be trained to work with interpreters in more effective ways. Court interpreters, in turn, need to become more aware of the importance of certain sorts of linguistic elements, specifically those within the realm of pragmatics, which often go unnoticed by persons who have had no formal education in linguistics. In short, all of these legal actors would benefit from a greater knowledge of research findings emerging from the field of Language and the Law.

Susan Berk-Seligson, Department of Hispanic Languages and Literatures and Department of Linguistics, University of Pittsburgh.



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Dr. Kane's best seller book "Teach American English Around the World,"1999, (2[illegible]4 pages) available through Delta Systems http://www.delta-systems.com

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In an American courtroom trial, when the witness is a non-native speaker of English, the use of an interpreter significantly affects the dynamics of the lawyer/witness exchange. As Gonsalez et al. (1991) state, the interpreter becomes a "language mediator who allows the witness to linguistically....present" (p.155). Functioning as the voice of the non-native speaker, the interpreter has the powerful ability to alter not only what is said but **how** it is said.

This article highlights how interpreter alterations to pragmatic markers, defined by Fraser 1996[1] as words or phrases which modify the basic message of the utterance or signal a separate one, can potentially distort the witness's response. The data is taken from audio and video taped court recordings of three trials involving English-speaking attorneys and Spanish-speaking witnesses. Using a descriptive analysis, the goal is to discover whether the markers were added or deleted in the interpreted version, consider whether they occurred in direct examination or cross examination and speculate as to the criticalness of these alterations in affecting the credibility of the witness.

Example 1 is taken from direct examination, where an attorney's goal is to present his version of the facts through questioning his/her own witness.

(1) W: le saco un punal
Gloss: produced a knife
I: umm umm produced a a a knife

Here the interpreter **adds** two uncertainty markers (*umm umm*) to the witness response. According to Fraser, uncertainty markers signal that the speaker is uncertain about the basic message of an utterance when, in the context of an answer, these markers give the impression of unsureness. At the same time, the article "a" is repeated three times. In this very short answer, the occurrence of both the uncertainty marker and repetition of the article, separated by only one word, significantly alters the degree of sureness with which the witness actually responded. According to London's (1973) study of juror perceptions, "...repetitions in a persons speech are associated with a lack of persuasiveness" (cited in Berk-Seligson 1990: 136). Thus the addition of two uncertainty markers, along with the use of repetition, creates an answer that lacks both certainty and persuasiveness, potentially damaging the witness's credibility.

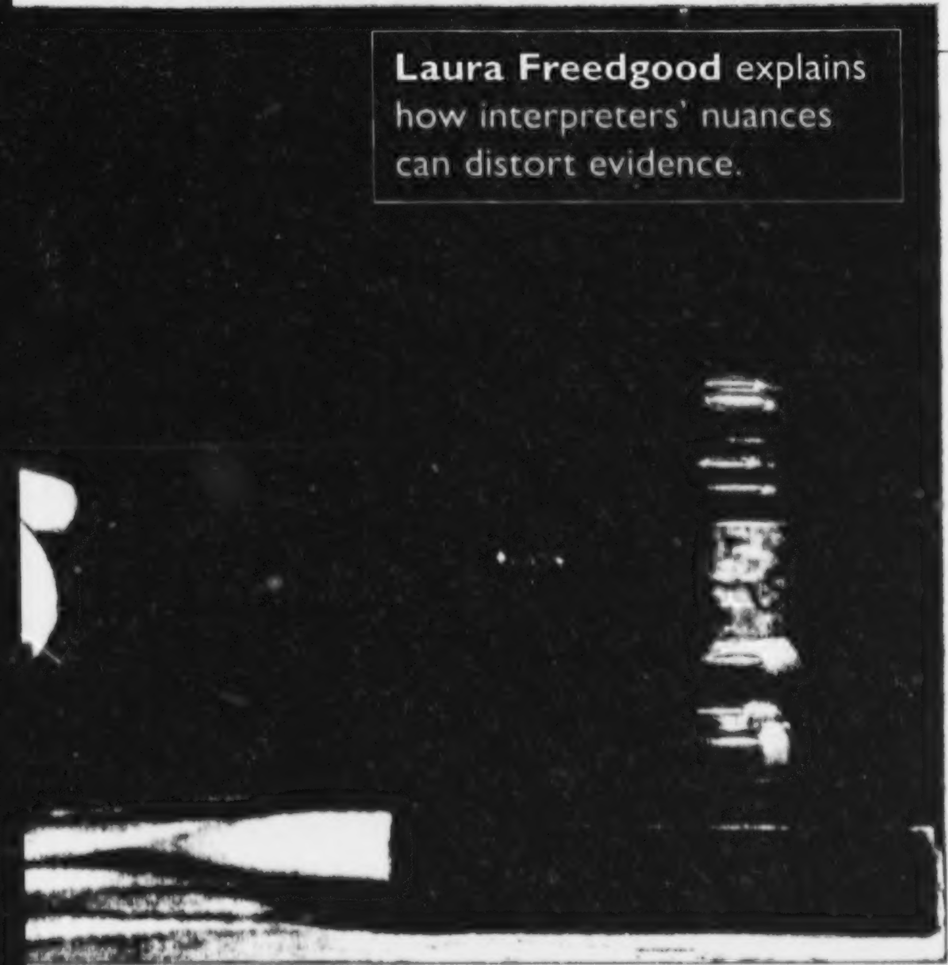
Making the Righ Interpretation...

(2) W: yo no puedo decir ni que si que no.
Gloss: I can't say either yes or no
I: I can't tell you yes or no I don't know

In example 2, the interpreter **adds** the evidential marker I don't know to the witness response. Evidential markers indicate the degree of the speaker's belief in the message contained in the utterance. In this example, the fact that the witness is also the plaintiff heightens the significance of the testimony, making interpreter alterations potentially more critical.

As we see, the original response is noncommittal and neutral (*I can't say either yes or no*). However, the addition of I don't know in the interpreted version adds doubt, erroneously suggesting that the reason the witness didn't say yes or not is that he doesn't know the answer. Thus the addition of the evidential marker may affect the credibility of the plaintiff's answer in the eyes of the jury.

Laura Freedgood explains how interpreters' nuances can distort evidence.



In contrast, Example 3 shows how omitting evidential markers from an answer can make the witness appear more confident. This example is taken from testimony of Rosa Lopez, a Spanish-speaking defense witness in the O.J. Simpson murder trial.

(3) W: No me recuerdo especificamente no me recuerdo exactamente. Creo que en el 88. No estoy muy seguro creo que fue en el 89.

Gloss: I don't remember specifically. I don't remember exactly. I believe it was in 88. I am not sure I believe it was in 89.

I: I don't remember specifically but I think it was 88 or 89.

In example 3, which occurs during direct cross examination, Rosa Lopez responds to a question posed by defense lawyer Johnny Cochran asking her to confirm when she applied for status as a resident alien. In this question, the defense asks Ms. Lopez to remember a pivotal event in an attempt to demonstrate her ability to recall dates. However, the presence in her answer of three evidential markers (*I believe, I am not sure, and I believe*) casts doubt on her ability to accurately remember when the event occurred.

In contrast, the interpreter's version sanitizes the response, deleting 2 of the 3 evidential markers. In addition, while the original answer contains two separate and contradictory messages (*I believe it was in 88 and I believe it was in 89*), the interpreter compresses these messages into one utterance (*I think it was 88 or 89*). Deleting the evidential markers, as well as compressing information makes the witness appear considerably more confident than in her actual response. Thus the defense's attempt to establish Ms. Lopez as a credible witness is unwarrantedly achieved through the interpreter's unfaithful rendition.

Conclusion

What patterns emerge from these examples? First, we have seen how the addition of pragmatic markers to witness answers can make the witness appear less confident of the testimony. When the witness is the defendant or the plaintiff, the situation potentially becomes even more critical as to how the jury may perceive the testimony.

In contrast, deleting these same features from a witness response removes disfluency, making the witness or defendant appear more confident. As a result, he/she may be perceived by the jury in a more favorable light.

Solutions to such problems lie in designing interpreter training programs that focus on the importance of conserving pragmatic markers and illustrate, with examples from actual data, how omissions and additions of seemingly inconsequential features can make a critical difference in insuring a fair trial for non-native speakers of English.

Footnote 1: The pragmatic markers discussed in this paper are based on Fraser's typology.

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Teaching

Charlotte Evans describes teaching strategies that facilitate reading skills in Deaf students who acquire American Sign Language as a first language and written English as a second language.

Overall, there is agreement that early exposure to American Sign Language (ASL) allows deaf children to establish an effective way to communicate and interact with the world around them (Paul & Quigley, 1987). Disagreements arise in how this knowledge should be applied to guide them into reading and writing English. Hearing people have the advantage that the correspondence between the written pieces and the retrievable speech patterns follow the same linguistic structure. Additional translation steps are needed for the deaf learner. The exact nature of these steps and how to facilitate their development have yet to be defined. In my research, I attempted to contribute to this task. I examined how students' knowledge of ASL influences their acquisition of English literacy within a bilingual/bicultural educational setting. I identified teaching activities and strategies that contribute to literacy development.

Although bilingual education programs have been accepted as beneficial for hearing children for several decades, the idea of deaf education as a form of bilingual education is recent (Strong, 1988). The movement to teach English to deaf students as a second language came out of the research documenting natural sign languages of the Deaf as languages (Baker & Battison, 1980; Johnson, Liddell, & Erting, 1989). As this research became widely known, Deaf people in Canada and the United States identified themselves as a linguistic minority rather than a disabled group. Gradually the shift to cultural affiliation has influenced deaf education by shifting its focus from special education to bilingual education.

Despite some differences in language modality and exposure, the theories of bilingual and biliterate education can be applied to programs educating deaf students. As a result several schools and programs for deaf children in Canada have adopted a bilingual/bicultural philosophy (Isrealite, Ewoldt & Hoffmeister, 1992). However, a gap remains between the theoretical aspects of this philosophy and the practical aspects of its implementation.

Teachers continue to question if they can use their students' knowledge of ASL

Strategies for Deaf Readers

to develop and promote the English literacy skills of these deaf children. We know that deaf children who grow up in an ASL environment learn ASL in ways analogous to hearing children learning their spoken language (Meier, 1991; Pettito & Marentette, 1991). What we do not know is how deaf children learn English nor how they learn to read and write it. There is now growing evidence from case studies to support bilingually-focused, alternative conceptions and pedagogies as successful in the language and literacy education of deaf children, and the evidence deserves further exploration.

Effective Teaching Strategies

The teachers I observed consistently used ASL as the language of instruction, used both explicit and naturalistic teaching methods, provided conceptually accurate translations between the two languages, and presented language in a multi-modal way, through signs, words, print, and pictures, to make it meaningful.

The consistent use of ASL as the language of instruction expressed and demonstrated respect for the role that ASL plays in Deaf culture and in the students' cognitive and linguistic development. The teachers' consistent use of ASL also reflected that they valued and believed in ASL as a bona fide language. The recognition of languages as being equal and distinct is an essential component in an effective bilingual program (Hanson & Mosqueira, 1995).

Although the teachers did use spoken English with individ-

➡ continued p.22

Signs For Skills In English

Robert Hoffmeister explores the relationship between first and second languages in Deaf children.

All children are born with the predisposition to acquire language. Deaf children have the same language acquisition device (LAD) as hearing children with one significant difference - the LAD works visually, not auditorily. American Sign Language (ASL) evolved as a natural language system to capitalize on visual facility, rather than compensate for hearing loss. This modality is fully accessible to Deaf people: they are seeing people as opposed to hearing people. All Deaf children have the capacity to learn a language naturally if they have access to a language model that is delivered appropriately (visually), and is of sufficient complexity to serve as a model (they need interaction with competent users).

ASL has the same underlying linguistic properties that reflect Navajo, French, and English spoken languages, and requires the same cognitive mapping ability. The following properties of a signed language are necessary for the Deaf child to acquire a visual language:

1. The visual language must have all the properties of a spoken language.
2. The visual language must contain the following levels of the language:
   phonological - smallest unit level
   morphological - word level
   syntactic - sentence level
   semantic - meaning level
   discourse - interaction level
3. The visual language must contain a cohesive set of rules that can be acquired.
4. The visual language must contain rules that are predictable and learnable.
5. The visual language must be used consistently and with increasing sophistication by those who interact with Deaf children.

When these principles are met, Deaf children are able to recognize the rules and properties embedded in the "visual" input and acquire language. However, ninety percent of Deaf children are born to hearing parents and may therefore be exposed to tremendous variation in spoken and signed languages.

This exposure to inadequate communication results in significant difficulties in acquiring either spoken or signed languages at entry to school, so that the Deaf child begins his or her education with two critical concerns:

➡ continued p.23

Teaching Strategies for Deaf Readers

from p.21 ◄◄ ual students, the purpose was to provide additional information, usually about print, rather than to develop students' auditory or oral skills. The times when some mixture of the languages occurred (speaking/ mouthing and signing at the same time) was during activities where the two languages were closely linked, such as editing text on the board as a group. The teachers, even those who could hear, were attuned to the visual needs and attention of their students.

In any classroom, the use of both explicit and naturalistic teaching methods is necessary. Typically, classroom activities during language arts instruction were focused on teaching and learning specific grammatical structures. More direct teaching methods are necessary when instructing students who are learning English as a second language or who have had limited exposure to language (Kelly, 1998); however, a balance between structure and natural exposure is important. Parents interacting with their children emphasized the importance of reading for comprehension, meaning-guided rather than task- or achievement-guided literacy activities, providing context, and reading being motivated by a need to communicate information. Although students have not been able to figure out the rules through natural exposure, teaching must continue to keep them involved in trying to figure them out.

A very unique aspect of teaching Deaf students to read, is the need to teach translation skills. Because ASL does not have a written form and spoken English is not accessible to most Deaf students, the process of reading and writing English often involves discussion in ASL. This constant switching between the two languages revealed several strategies that enabled the process to be more effective. The first was the use of conceptually accurate translations. Conceptual translation involves linking print with signs to mediate a connection between the printed form and the concept, where as literal translation is simply presenting a one-to-one correspondence between words and signs. The teachers and parents were frequently observed to give multiple translations for a word or phrase (either in print or in ASL). Effective translation also included explaining the importance of context. Although translation was considered a valuable skill, the ultimate goal was not to mediate through signs, but to have the print link directly with the readers' internal meaning.

The final strategy observed was the multi-modal way of presenting language. This included the use of pictures, print, spoken words, and signs to illustrate the same message or meaning. The point was to get the message across in whatever way was most effective.

The reasons for the successful implementation of bilingual/bicultural teaching methods with deaf students all stem from one significant factor. This is the effective use of ASL as the language of instruction. Firstly, ASL in the classroom makes information accessible to the students, which is the first step in learning. Secondly, when students and teachers share the same language it allows them to truly converse and be active participants in learning. Traditionally, teachers of deaf students followed rigid lesson plans to control the language within the teaching interaction, to accommodate their students' limited English skills and their own limited signing skills (Erting, 1992; Livingston, 1997). The ability to communicate comfortably allows teachers to take advantage of teachable moments, pick up on students' interests, and incorporate their comments. The third reason for success, which stems from the effective use of ASL in the classroom, is the influence language has on culture. The impact of learning another language goes beyond simply the technical aspects of that language, such as grammar and vocabulary. When you learn another language, it is impossible not to also develop an understanding of the culture and the community whose language you are learning. This understanding influences a change in attitude as well. It allows you to see the world from a different perspective, which can develop into an appreciation and respect for values and beliefs that are different from your own. By being bilingual and bicultural themselves, the teachers bring bilingual and bicultural elements into the classroom (Grosjean, 1992). They cannot separate themselves or their teaching methods from the languages they speak or the cultural values they hold.

Conclusion

This study has provided descriptions of effective teaching strategies for Dea[illegible]ders. Through these descriptions many questions have been answered; however, many continue to require further investigation. In particular, this includes finding the most effective balance between explicit and naturalistic teaching methods; examining the process of teaching translation skills to determine how print can link directly to internal concepts; studying the practice of

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Deaf and hearing teachers working in teams with larger classes; and determining the role, place, and teachers of Deaf Studies curricula and Deaf culture in general.

The ultimate goal in a bilingual/bicultural approach to educating deaf students is to maximize the student's potential for participating in both the Deaf community and society as a whole. The implementation of this goal can be viewed from different perspectives. Deaf people emphasize the need to develop fluency in ASL and an awareness of Deaf cultural values so that students know their identity within the community. Hearing people emphasize the need for competence in reading and writing English in order to be successful in the world. Both views are valid and important, and gradually, through the implementation of bilingual teaching strategies we are moving closer to finding the common ground.

> "The impact of learning another language goes beyond simply the technical aspects of that language, such as grammar and vocabulary."

Throughout this document, which describes an educational program that views deaf children and their language from a cultural rather than the usual disability perspective, conventions are applied in labelling deaf children that tend to differ from standard Canadian usage. Following the convention proposed by Woodward (1972) I use the lowercase deaf when referring to the audiological condition of not hearing, and the upper-case Deaf when referring to deaf children and adults who share a language - American Sign Language (ASL) - and a culture. This is similar to the Canadian convention to capitalize the names of linguistic minority groups, such as Filipino, Cree, or Ukrainian. In addition, deaf is also used inclusively to refer to all children with hearing losses including those who may eventually become Deaf children or adults.

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Signs For Skills in English

from p.21 ◄

the necessity of acquiring a signed language (ASL), and learning how to read in English. Many hearing teachers are not aware of the structure and rules of ASL, and are often not conversationally fluent in ASL. Traditional education has placed sole emphasis on English literacy skills, so that the majority of Deaf children are attempting to acquire English as a first language. This strategy results in an average Deaf adult achieving a reading level of only 3rd to 4th grade English. It appears that Deaf children, who are not exposed to an adult model of ASL as children, suffer academic delays that last throughout a lifetime. In contrast, deaf children who have deaf parents begin the schooling process fully competent in language skills, comparable to their hearing peers.

The age at which a Deaf child acquires ASL significantly affects both his future mastery of American Sign Language and English reading fluency; the earlier ASL is learned, the more fluent and knowledgeable about the language he becomes as an adult (Chamberlain and Mayberry, 2000; Boudreault, 2000).

> "The current research supports the premise that Deaf children who are regularly exposed to adult ASL models acquire conversational skills in this language naturally and easily. The critical period research underlies the need to have the exposure occur very early in the Deaf child's life."

The impact of the critical period in the learning of ASL has tremendous implications for schooling, primarily in the areas of language structure and conversational fluency (both in English and ASL). Academic language is what we use to talk about the process of instruction. For example, when we talk about learning English in school, we are primarily referring to the process of categorizing nouns, verbs, adjectives, and their 'correct' usage. In addition, we are learning to represent English through writing; how to organize and present complex ideas, how to structure sentences, etc., whereas conversational language refers to learning the language of the community. DCDP arrive at school with a fully functioning language, so that the transfer of adult language use to children occurs naturally in DCDP. The Deaf child of hearing parents is faced with the need to become proficient in both the conversational and academic forms of language through school. However, the current use of Manually Coded English systems (MCE) which has gained popularity in schools and programs in the US, results in an inadequate visual language for Deaf children. MCE is the use of signs (lexical items borrowed from ASL) in English word order; new 'terms' (signs) are artificially created when a direct correspondence to an English word does not exist. These systems are then presented simultaneously through signing and talking. This is referred to as using a simultaneous communication (sim-com) format. Under this system Deaf children are typically not exposed to full models of ASL and yet are expected to learn to read with an inadequate sense of either ASL or English.

A number of studies have now demonstrated that there is a significant relationship between ASL as a first language and the learning of English in Deaf children. Research on academic language knowledge in children suggests that there are some critical variables:

Vocabulary knowledge: The level and extent of vocabulary knowledge in ASL has a direct relationship to the level and extent of vocabulary in English. In addition, the receptive and expressive ability to fingerspell, not necessarily in the sense of recognizing every letter, but in the understanding of its overall structure is related to scores on English tasks. The recognition of lexical items although fingerspelled followed the rules of ASL (Padden & Ramsey, 2000). Deaf children who are capable of higher level synonym and antonym knowledge have better skills in reading (Hoffmeister, 1995; 2000).

Metalinguistic knowledge:

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A number of studies have investigated the ability of Deaf children to identify different levels and types of vocabulary (the difference between common nouns and pronouns or classifiers in ASL), and to identify correct and incorrect ASL sentences (to know when a topicalized segment of a sentence is misplaced). Some studies have found that there is a high correlation between the relationship of these skills and the ability to become good readers. Essentially the better academic knowledge one has of ASL the better the Deaf child is in their ability to handle higher levels of English (Hoffmeister, deVilliers, , Engen, & Topol 1996; Hoffmeister, 1995, 1996, 1997; Hoffmeister, Philips, Costello, & Grass, 1995, 1996; Strong & Prinz, 1996, 1997; Singleton & Supalla, 1998; Mayberry, 1994; Mayberry & Eichen, 1991; Mayberry & Chamberlain, (1994); Chamberlain, Morford, & Mayberry, 2000).

In addition to the metalinguistic knowledge or academic knowledge, some research studies have found that there is a relationship between the ability to construct a narrative and the Deaf child's skill in reading and writing English (Lane, Hoffmeister, & Bahan, 1996).

The current research supports the premise that Deaf children who are regularly exposed to adult ASL models acquire conversational skills in this language naturally and easily. The critical period research underlies the need to have the exposure occur very early in the Deaf child's life. The earlier the exposure to ASL, the better the child is able to acquire the language in all its varying levels of complexity. This in turn supports the learning of English as a second language for Deaf children. The research in this area is just beginning to provide evidence for the early exposure to ASL and the need for Deaf children to be taught about ASL as an academic subject much the way we teach about English in hearing schools. Provided with this new research the future for the Deaf child is filled with promise and greater expectations. We know that the average Deaf person grows up into a solid citizen, we now know that with the approach of ASL as a first language and English as a second language, the average Deaf person will have the tools to succeed at even higher levels.

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Val Dively presents a discussion of issues raised from her ethnographic study of Native Deaf informants whose preferred language is a Native signed language and/or American Sign Language.

Native Signs

Signed languages in some Native communities in the Americas are not only used as communication means between hearing and deaf Native people, but also are used by hearing Native peoples themselves as a communication mode. For example, some Northern Cheyenne people in Montana use Northern Cheyenne Sign Language as a communication mode among their hearing people, among hearing people who become deaf later in life, among deaf and hard of hearing people, and among hunters (Donlin Bad Horse McManus, June 30, 1993 personal communication). Also, so as to demythologize another ancient, but still contemporary assumption, no two signed languages are the same. For example, Dine' (also known as Navajo) Sign Language and American Sign Language (ASL) are two different languages (Davis and Supalla 1995, Dively 2000). The term Native here refers to Native Americans or American Indians and indigenous peoples of the North American Arctic.

Like other ethnic Deaf communities in the U.S. where diversity is always present, the Native Deaf community comprises Native deaf and hard of hearing people of many different cultural groups who

continued overleaf

have various life and educational experiences. Such variation includes the following: acquiring a Native signed language as a first language and later acquiring ASL as a second language; acquiring a Native spoken language as a first language and later acquiring ASL as a second language; learning ASL as a first language; attending a school for hearing Native children first, and then transferring to a residential school for the deaf; and so on. In spite of their being constantly exposed to and surrounded by white communities and their different ways of life, the informants all maintained a fierce tie to their Native heritages, their Native communities' culture, traditions and customs. Informants stated a need to interact with Native Deaf people as much as possible along with their interaction with non-Native Deaf people. They also want to be able to participate in their family interactions and Native communities' ceremonies, initiations, and other events. They participate more fully when hearing family members can communicate in a signed language and/or when the Native communities' events are interpreted into their signed language.

"Informants stated a need to interact with Native Deaf people as much as possible along with their interaction with non-Native Deaf people."

Most Native Deaf people are born and raised in a Hearing family. Unlike some Northern Cheyenne people, many Hearing Native parents with a Deaf child speak in a spoken language and do not know a signed language for communicating with Deaf people. These parents often use home signs and gestures for communicating with their Deaf children, as they have not learned their Native signed language or ASL.

All the informants' basic needs, as indicated in the study's interviews, were:

1 To be able to communicate in a natural signed language along with their Native families learning and communicating in a signed language;

2 To be in a deaf educational program with some Native Deaf students;

3 To be well prepared for learning other cultures, especially white cultures, prior to attending a deaf educational program with a majority of white teachers, staff, and students;

4 To have time and opportunity to participate in and fully comprehend their Native communities' interpreted ceremonies, initiations, and other events during their lifetime; and;

5 To socialize with Native and non-Native Deaf people after graduating from a school.

Since many Native people do not feel comfortable communicating with another in the presence of a non-Native person, especially a non-Native signed language interpreter, the ethnographic study indicates one possibility that Native communities set up their own Native signed language or ASL programs where some of their own Native Deaf people would be ideal candidates to obtain training for becoming signed language instructors. Such programs are needed for communication needs between hearing and deaf Native individuals in their Native communities, especially Native families with a Deaf child. Also, the study's interviews indicated Native communities need to investigate ways to have some of their own people become Native signed language or ASL interpreters so as to provide Deaf Native individuals access to Native ceremonies and other events.

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Many people associate the distinctive speech of the American South with Scarlet O'Hara and Boss Hogg. **Guy Bailey** and **Jan Tillery** sort through the stereotypes and identify the real sounds of Southern American English.

Southern American English (SAE) is the most widely recognized regional dialect of American English, but as most of its speakers know, widespread recognition is a mixed blessing. SAE is also the regional dialect that is most negatively evaluated. In a recent study of folk beliefs about American dialects, Dennis Preston (1996) found that 90% of his respondents from Michigan and Indiana and 96% of those from South Carolina recognized SAE as a distinct variety of American English. The Michigan and Indiana respondents, however, also evaluated SAE as the most

Grossly exaggerated and inaccurate stereotypes of SAE include *The Dukes of Hazzard*

GENERAL LEE

"incorrect" variety of American English (New York City speech was the only serious competitor), and the South Carolina respondents were ambivalent about its correctness as well.

The widespread recognition and negative evaluation of SAE can have practical consequences for its users that in some cases include negative stereotyping and linguistic discrimination, just as with African American Vernacular English (AAVE), or Ebonics. While SAE almost never generates the extreme reactions and extensive prejudice that AAVE often does, its users can anticipate at least polite (and often not so polite) condescension to their speech by non-Southerners. In spite of its low status outside of the South and of standardizing forces such as interregional migration and universal education that threaten many minority languages and dialects, SAE continues to persist.

Some Features of Southern American English

Misunderstandings about what comprises SAE are almost as widespread as the recognition of its distinctiveness. These misunderstandings in large part have been fueled by media portrayals in movies such as *Gone with the Wind* and in television shows such as *The Dukes of Hazzard* that presented grossly exaggerated and inaccurate stereotypes of SAE. More recent portrayals in television shows such as *Designing Women*, *Evening Shade* and *Grace Under Fire* are more accurate, but their effect on the public knowledge of SAE is unclear.

Traditionally, SAE differed from other varieties of American English in some of its lexical, grammatical, and phonological features, but many of the lexical differences, which were rooted in an agrarian economy and a traditional society, have begun to disappear. For instance, most younger Southerners are as likely to use *green beans* as *snap beans* and are more likely to use *dragon fly* than either *snake doctor* or *mosquito hawk*.

Just as these book terms have replaced the older folk terms with the advent of universal education, a significant part of the regional vocabulary associated with farm life has become obsolete as the artifacts to which they refer have disappeared. Few Southerners under 50 know what a *singletree* is (it is the bar of wood on a wagon to which the traces are attached) or have heard the term *dogtrot* used for a type of house (usually a two room house with an open hall down the middle). Many of the distinctive grammatical and phonological features of SAE still persist however.

Some of the grammatical differences between SAE and other varieties are well known. For example, most Americans immediately recognize *you-all* or *yall* as distinctively Southern second person pronouns, and many would know that *fixin to*, as in "I'm fixin to eat breakfast," is Southern as well. The latter represents a modification of the English auxiliary system that enables Southerners to encode an aspectual distinction grammatically that must be encoded lexically elsewhere: "I'm fixin to eat breakfast" means that I intend to eat breakfast in the next little while.

Other grammatical features are less widely known but are no less important. SAE also modifies the English auxiliary system by allowing for the use of more than one modal in a verb phrase. For instance, for most Southerners "I might could leave work early today" is a grammatically acceptable sentence. It translates roughly as "I might be able to leave work early," but *might could* conveys a greater sense of tentativeness than *might be able* does. The use of multiple modals provides Southerners with a politeness strategy not available in other regional dialects. Although no generally agreed upon list of acceptable multiple modals exists, the first modal in the sequence must be *might* or *may*, while the second is usually *could*, *can*, *would*, *will*, *should*, or *oughta*. In addition, SAE allows at least one triple modal option (*might should oughta*) and permits *useta* to precede a modal as well (e.g. "I useta could do that").

All three of these grammatical features remain robust in SAE, and migrants to the South from other parts of the country often appropriate both *yall* and *fixin to*. Multiple modals, on the other hand, are typically used only by native Southerners. Most of the phonological features of SAE are also typically used only by natives.

The most widely recognized phonological features of SAE are the merger of the vowels like *pen* and *pin* or *ten* and *tin* (the vowel in both words has the sound of the second member of the pair) and the loss of the offglide of the /ai/diphthong in words like *hide* (so that it sounds like *hahd*). SAE is also characterized by a series of vowel rotations that William Labov (1993) has called the "Southern Shift." Describing the shift would require an extensive technical phonetic description of SAE vowels, but people can hear its most important feature simply by listening to Bill Clinton's pronunciation of the vowel in *way* or *stayed*.

The beginning of the vowel (which is a diphthong in SAE) will sound something like the vowel in father. Vowel differences such as these are hard to describe in nontechnical terms, but they are what makes people immediately recognizable as speakers of SAE - long before a *might could*, *fixin to*, or *yall* crops up in their speech.

Change and Persistence in SAE

Much of the research on SAE has focused on its relationship to British regional dialects - on what many linguists see as its

rett Bulter's *Grace Under Fire*, *Designing Women* and President Clinton are better examples.

roots. This focus is primarily a result of the assumptions that American regional dialects are a reflex of settlement history and that they were formed during the colonial period. Recent research on SAE, though, suggests that both assumptions are inadequate. A case in point is the *pen/pin* merger. This merger occurred in the American South at least as early as the second quarter of the 19 century (see Brown 1991), but it occurred in only a relatively small segment of the population. During the last quarter of the 19 century, however, the *pen/pin* merger began to spread rapidly throughout the South until by World War II virtually all Southerners had the merger. This same 50 year period also saw the emergence and spread of the lost offglide in /ai/ and of the distinctive vowel pronunciation in words like *way*. Moreover, during this time grammatical features such as *fixin to* and *yall* also expanded rapidly.

The diffusion of these features after 1875, after the initial settlement of the South, may seem odd, but demographic and socioeconomic developments of this era suggest why these features may have begun to spread when they did. In *The Promise of the New South*, Edward L. Ayers points out that during the last quarter of the 19 century the emergence of stores, villages, and towns and a dramatic expansion of the rail system set in motion a process of urbanization that would ultimately reshape the region. In 1860 less than one in ten Southerners lived in urban areas (communities with populations of 2500 or more), and only 21 towns from Virginia westward through Texas had populations of 5000 or more. By 1900 the urban population of the South had doubled, and it doubled again by the onset of World War II. What seems to have happened linguistically is that migration to towns and cities created contact among dialects that were formerly local and insular, and as a result, features that were relatively restricted in occurrence began either to spread out or disappear. The parallel processes of diffusion and extinction eliminated many local vernaculars but at the same time gave rise to the larger regional dialect known today as SAE. Vestiges of some local vernaculars still persist among older residents of insular communities, as the work of Wolfram and his associates shows, but among younger Southerners they have all but disappeared.

Demographic developments since World War II raise some interesting questions about future prospects for SAE. The urbanization that began before World War II expanded dramatically during and after the war, but with some significant differences. Before World War II people in Southern towns and cities came from the surrounding countryside, and most industry involved low wage, manual labor operations such as cotton mills and petroleum processing plants. After the war, and especially after 1970, the migration to Southern cities was as likely to come from the North as the South, and new industries often included such things as the corporate headquarters of J.C. Penny and the Dell computer production facilities. In addition, in Texas, Florida, Virginia, and in large cities throughout the South, migration from outside United States is now occurring at an astonishing rate.

The linguistic impact that the new arrivals from outside the South will have is not yet clear, but some trends are already becoming apparent. In Texas and Oklahoma and in many metropolitan areas around the South, some national linguistic trends such as the merger of the vowels in *caught* and *cot* (both sound like the later) are emerging, and in several of the larger metropolitan areas (e.g., Dallas-Fort and Memphis) some traditional Southern vowel features such as the distinctive pronunciation of the vowel in words like way are beginning to wane. Even as these developments take hold in metropolitan areas, however, traditional grammatical features such as *yall* and *fixin to* are spreading to non-Southerners migrating to the region.

While the long-term linguistic consequences of the new developments are impossible to predict, it is apparent that SAE is continuing to evolve - just as it has over the last century and a half. The extent to which the results of that evolution yield something that is recognizably "Southern" remains to be seen.

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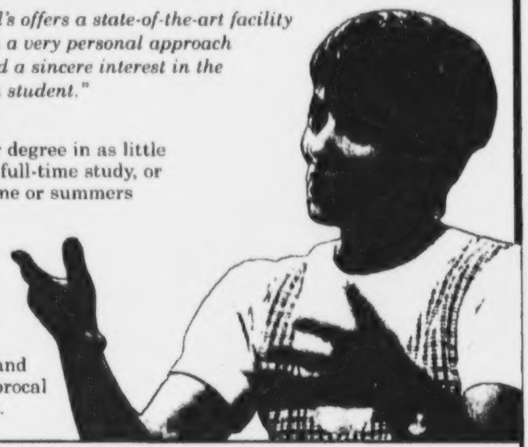

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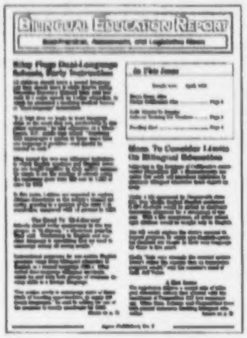

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Effective Strategies for Making Languag Instruction Rigorous and Fun

David Williams sets high goals for learners in the foreign language classroom.

Student achievement and innovation are just two of my prominent goals for making foreign language classes rigorous and fun. An innovative approach to classroom instruction results in lessons that go beyond the mere presentation of content. I seek to immerse my language learning students in an educationally stimulating atmosphere in which they are partners in the learning experience with new insights and directions.

Students are given the opportunity to use their language learning experiences with the use of realia and authentic

materials. I firmly believe language learning goes beyond the classroom. My students know when they meet me outside the classroom, they can expect to have another encounter with the language they are learning, (SLE-Spanish Language Encounter, FLE-French Language Encounter) providing them with a real-life context.

Social interaction is crucial when it comes to language learning to ensure a performance-based and a communicative competency instructional program. Here are some effective strategies that all world languages instructors can implement to make a language program rigorous yet fun.

Setting High Standards and Helping Your Students Reach Them

I constantly remind my students, "Never settle for less than your best"! I continue to raise standards, for my duty as their instructor and facilitator is to awaken within them a sense of significance. All my students know that they are expected to do their personal best. Setting high standards and expectations help to ensure that all students achieve at high levels. I feel I have reached one of my goals as an educator when I am able to help young people understand that they each possess unique gifts and talents and that they all can contribute to the world. In order to make language learning useful and spark vitality, it has to shake them up, have its own energy. Model for your students at all times extending the use of the language in as well as outside the traditional classroom setting. Conduct conversations in the hallway using students' prior knowledge and what is presently being taught. Allow students to use what they are learning. Create other opportunities for students to use their language skills at lockers, in the cafeteria during lunch periods, in the main office, or whenever you as the instructor come in contact with your students. Challenge them to extend their knowledge beyond the classroom walls. Encourage colleagues and school staff members to make every attempt to use their knowledge of a world language. Allow your students to hear others fully engaged in another language, especially if your school has international students attending classes.

Develop a zero tolerance program for homework assignments and classwork so that all students are held accountable for all required work. The results will be amazing. You will notice students will have very little gaps, if any, in their learning. Students will manifest consistent levels of achievement. A zero tolerance instructional program will initially take some time to develop until students become aware that this is the standard and that they must comply. Create in them this core value, that learning is not an option in your daily instructional program.

Conduct oral and written assessments on a daily basis. Assess students' participation consistently and effectively. I use participation cards for each individual student. This way, students know they are being compensated and rewarded for their contributions and performance. Students can also get an update of their progress, and parents are able to see patterns in their child's progress and achievement.

Providing Purposeful Movement Activities

Make use of dramatizations and total physical response activities, which allow students to get out of their seats. I visualize learning the way middle school students would want to experience it, making learning fun, to learn by doing, to get totally involved through their senses and using hands-on approaches and techniques, allowing them to move about the classroom and interact with their classmates. Have the students present a variety of information in the target language in front of the classroom before their peers in groups of two, or even six. This helps their comfort level tremendously. Speaking in front of a group is a skill they will need later in a career. Have the students change their seats with one another to work in pairs when reading student created texts, conducting peer responses, and posing or answering questions.

Students love sitting in the "teacher's chair", particularly if the chair is one with a

corporate style and extremely comfortable. Use this chair as the "hot seat" and allow students to role play from the comfortable chair while being interviewed by their classmates about a given topic or task.

Make every attempt to have some movement for your students in your instructional program. Effective instruction and learning demands different techniques for different students. Define vocabulary and grammar concepts through dramatizations and the use of total physical responses. Conduct comprehension checks through movement. Make use of student created and teacher created manipulatives for a hands-on approach. Many of my students respond well to using hand puppets as active entertainment. When using hand puppets, they must be fully engaged in speaking activities. Make language learning tangible and attainable. Always create a balance between skills and content. I use language as a vehicle to get students to recognize their multiple intelligence. Frame your classroom lessons around activities that enable students to practice speaking and be physically active at the same time.

> "I constantly remind my students, 'Never settle for less than your best'! I continue to raise standards, for my duty as their instructor and facilitator is to awaken within them a sense of significance."

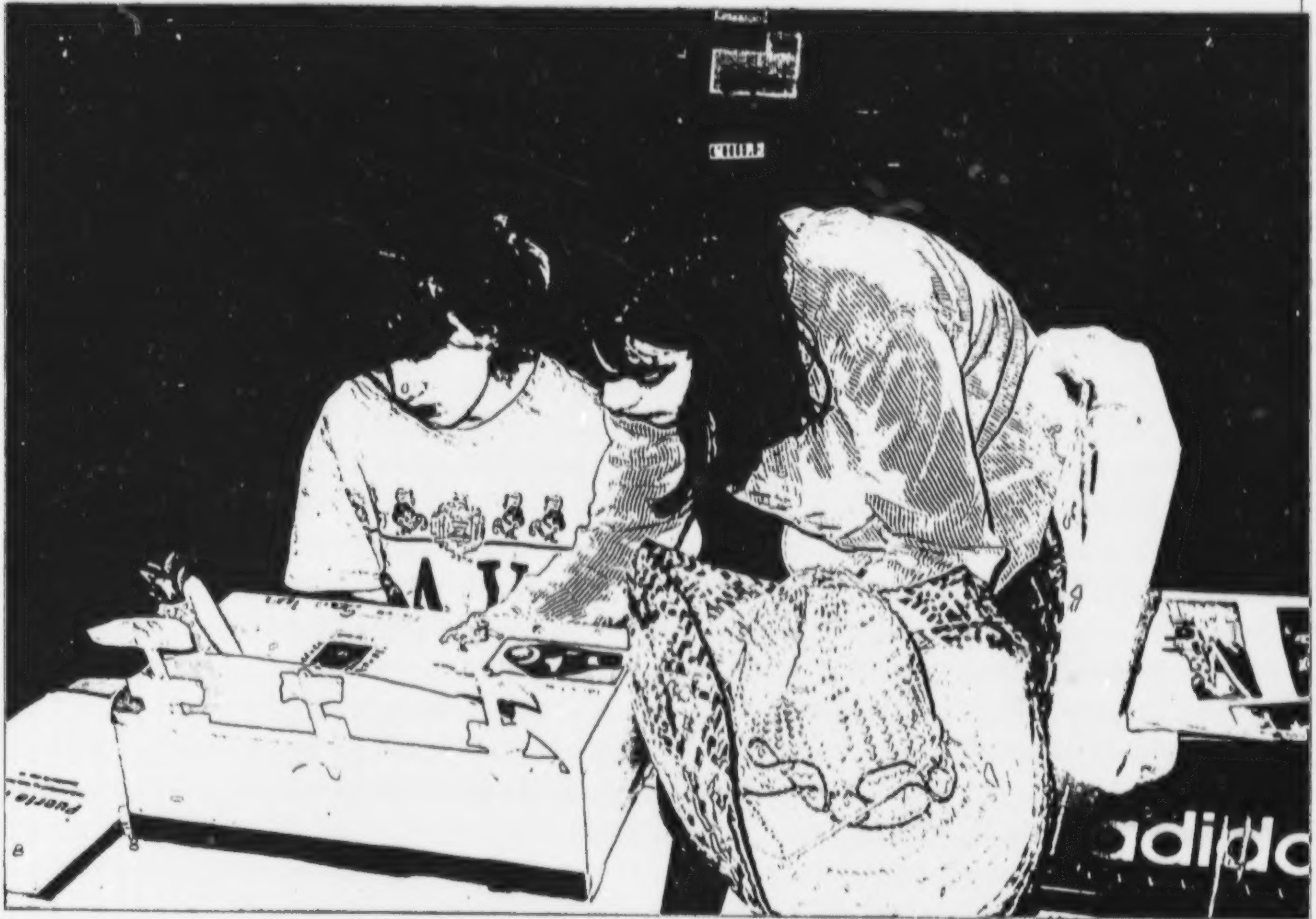
Using Symbols to Teach Culture

I want to enable my students to act with greater awareness of self, of other cultures, and their own relationships to those cultures. Language learning allows my students to gain direct access to additional bodies of knowledge and participate more fully in the global community. All students can be successful language and culture learners, and they must have access to language and culture study that is integrated into the entire school experience. Students learn languages in a variety of ways and in a variety of settings. Language and culture education are part of the total curriculum and essential.

It increases enormously one's ability to see connections. When you want to engage your students in culturally enriched lessons, implement the use of symbols to help students gain a better understanding and an appreciation for world cultures. I have my students create *Culture Boxes* and *Culture Bags*. After we have taken a video visit to a particular country through technological resources and other media, we pretend to send friends a culture box or a culture bag to inform them about what we are learning about a given culture. Some individuals like to send a postcard when they visit another country. We prefer to send one another a culture box or a culture bag which contain colorful symbols that represent the climate, the topography, the ethnic groups, the agriculture, the industry, and so on.

Once the students receive a small culture box or bag from one of their classmates, it's then time for each of them to interpret the symbols and explain them to the class in the target language. For example, a student may receive a small plastic penguin as an item in the box or bag. If your class has been studying Argentina, then the student would want to inform the class that parts of Patagonia have penguins and it could also represent some of the animal life in this country. This is an exciting activity for students. They must think critically. It's authentic, and more importantly, its real-life.

Have your students create *Floats on Parade*. Yes, floats made from shoe boxes that actually move with remotes. Have a parade in your classroom or school hall



ways, narrated of course in the target language by the students. You can even make it a contest and invite other students and staff members to participate as judges. Again, make it a real-life language learning experience and a culturally enriched one as well.

Language learning deals with history, geography, social studies, science, math, and the fine arts. The language learner also realizes that eye contact, facial expression, dramatization, and gestures play a vital role in enhancing the message that is being conveyed. With these understandings comes a newfound respect for the beauty and grace of others' languages as well as one's own. By creating a language program that is rigorous and fun, I have developed a strong, challenging, and exciting language program for my students. I am willing to do all that I can to inspire a lifelong interest in world languages and culture. My motto is, "Once a language is mastered, it is no longer foreign and once a culture is understood it is no longer alien." I teach this motto as an attitude that will serve my students for many years to come. I want to enable my students to communicate effectively with other people, to look beyond their borders, and to develop insight into their own language and culture. As a result, students leave school truly believing, "language learning rules".

David R. Williams, was named the nation's outstanding Foreign Languages/ESL teacher at the 1996 Disney American Teacher Awards (see ALR, Mar/April 1997, pp., for an interview with Mr. Williams). He presently teaches at Dumbarton Middle School, a National Blue Ribbon Award Winner, in Baltimore, Maryland.

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Special Report

Schools Under Siege

As threats of violence against schools escalate, **Ben Ward** examines the effects of intimidation on language teachers and their students.

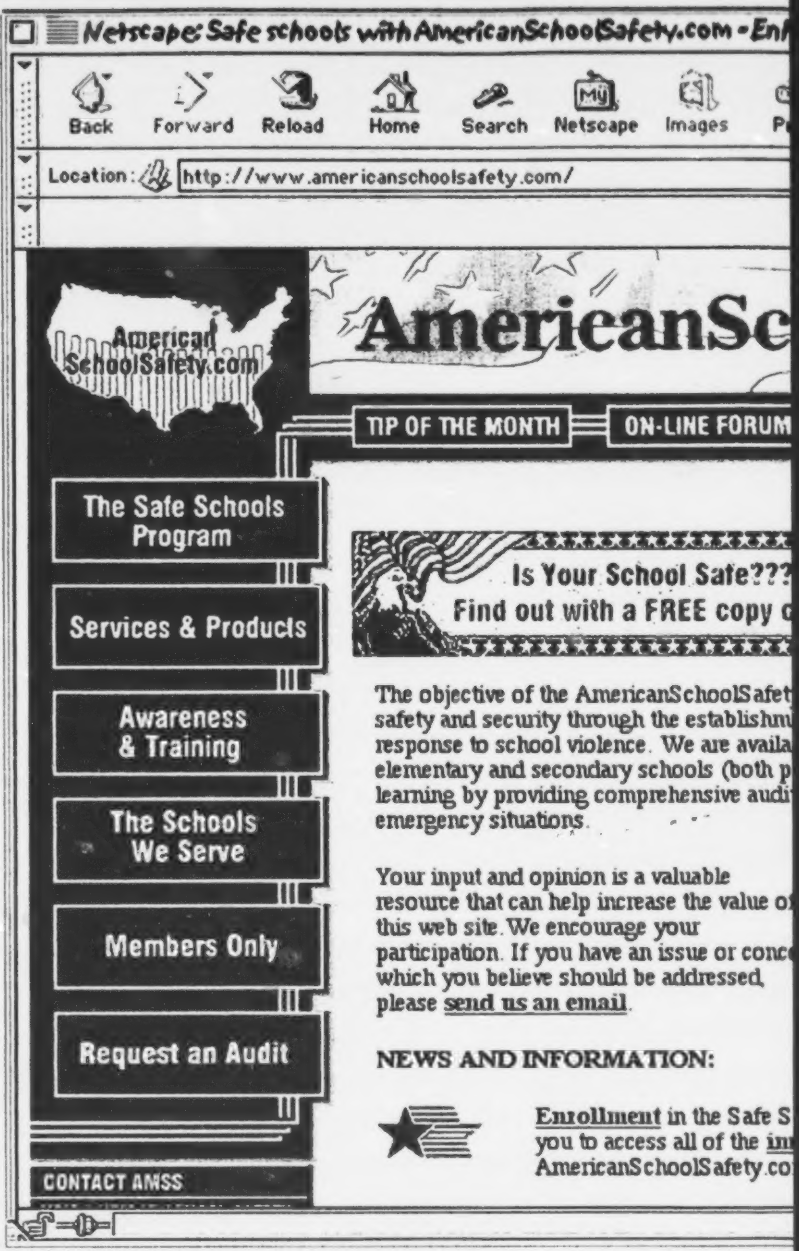
Increasingly, teachers have to cope with the prospect of violence in their classrooms. In some schools, bomb threats are now almost a daily occurrence, so much so that both teachers and students are sick and tired of the constant interruptions to the educational process.

Threats of violence must be faced by teachers who are having to cope with the pressures of unacceptable workloads, excessive hours, bureaucracy, overflowing classrooms, standardized testing, performance tables, target setting, inadequate resources, denigration of the profession by politicians and "bullying" by school administrators to raise standards. Some reports in local and national media suggest that increasing numbers of teachers, affected by anxiety and depression, are dying of stress-related illnesses and accidents.

Most of the threats faced by teachers and administrators turn out to be hoaxes, perpetrated by pupils who, for whatever reason, wish to disrupt the normal routine of the school. But what if the threat turns out to be real? Is the safety of teachers and their pupils being placed in jeopardy if school administrators ignore these threats of violence?

Institutional response to such threats varies from school to school. Some administrators, faced for the first time with a potentially life-threatening situation, immediately respond by closing down the school for the day and sending staff and pupils home. However, when a school is being threatened for the umpteenth time, a justifiable cynicism sets in. As one language teacher explained, "Some years ago, my school had 23 bomb scares in a short period of time, which completely and totally disrupted the educational process. Since then, we have had sporadic problems, but nothing major."

The administration at this school figured that the calls they were getting were probably hoaxes, because they followed a pattern similar to ones received at another local school. They instituted a number of procedures designed to deal with potential threats including the placing of calls to the school on tape delay and the use of Caller ID. Rather than emptying the school on the receipt of a threat, teachers were instructed to keep their students inside classroom while the police and the bomb-sniffing dogs performed their duties. This containment policy meant that students were now



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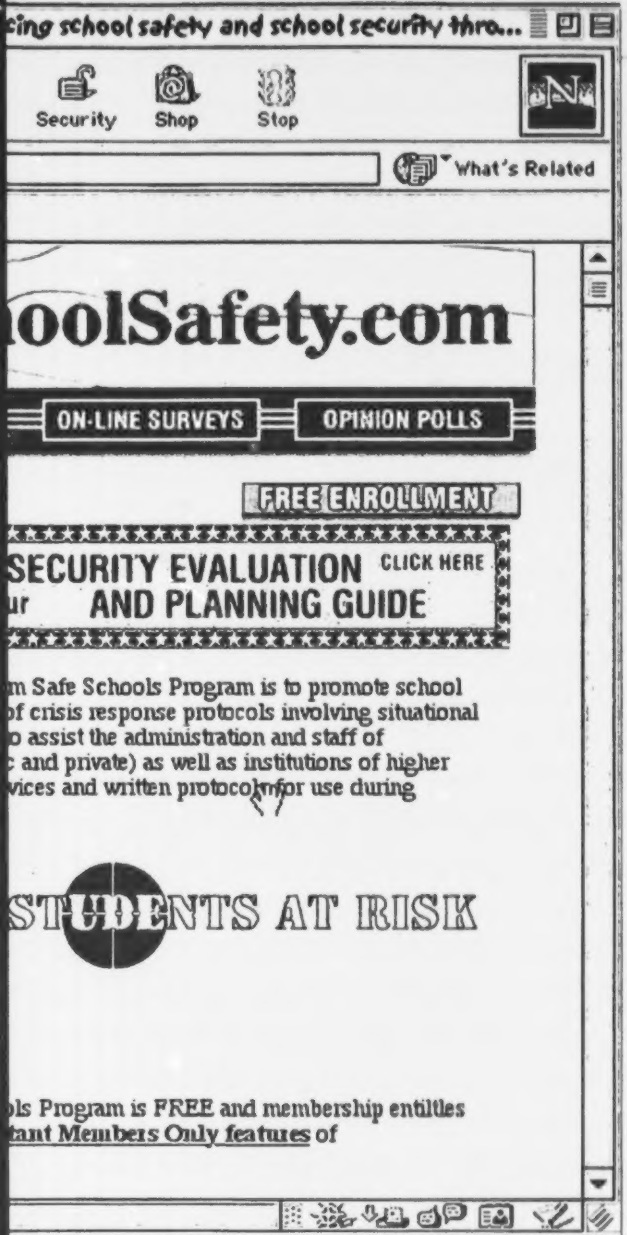
"For the Record"

On p. 58 of the March/April issue of *American Language Review*, "112 million children" should read "1.2 million children". Thanks to all of our readers who wrote in pointing out the erroneous figure.



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Web sites such as www.AmericanSchoolSafety.com (left) are working to reduce violence in our education system and to provide a safer environment for those students whose primary concern is education.

forced to endure extra hours of class time, and, not surprisingly, the calls soon ceased.

In this example, the school's administrators were faced with a choice: either give in to the intentions of the hoaxers and close the school down every time a threat was called in, or to respond in a measured and rational manner. The ability to judge whether a threat is real or imagined is crucial in these circumstances to the eventual well-being of the school community.

In some cases, of course, even the best laid plans will not suffice in the event of potential violence. When Nathaniel Brazill, a 7th grade student at Lake Worth Middle School near Palm Beach, Florida, was sent home early for throwing water balloons, no one suspected that the student, not noted as a trouble maker, would return with a handgun and shoot dead his teacher, Barry Grunow. Grunow, an ESL/language arts teacher, was married with three children and had worked with the Palm Beach County school district for 13 years.

Responding to the killing, a national teachers' group said adults were "too cowardly" to act to protect teachers and students. "We are sick at heart. As educators, we bear the emotional scars of caring for children in a world where violence is too easy, guns too available, and adults too cowardly to take action to protect teachers and students," National Education Association President Bob Chase said. "We have lost a dear colleague, friend, and devoted member of our teaching family to senseless violence. The shock and horror is too much to bear," said Chase, whose group represents 2.5 million elementary, secondary, college and other educators.

In a society obsessed with guilt and blame, it is difficult to know where to point the finger in cases such as these. In another incident, reported by a foreign language educator, a student threatened to kill three boys and then himself. "Some girls heard the threat and reported it. The boy has not been back in school since. They just had the hearing at the district office. The boy's family brought in the BIG lawyers and portrayed the hearing like a courtroom drama. I don't know the outcome yet...but my first reaction is 'Why don't parents get their children the help they need before things get so far?'"

There are those who believe (*pace* the philosopher, Herbert Marcuse, who argued that the current organization of society produces "surplus repression") that the act of teaching is, in itself, an act of violence against the pupil, a form of social engineering where the unwilling subject is dragged against his or her will into the "learning" (read: "indoctrination") process. In this model, the violent reaction of the subject pupil is understandable, even justifiable.

But such philosophical musings will not bring Barry Grunow back from the dead. As one colleague said, "He was everything a teacher should be. He's the last person you'd expect this to happen to."

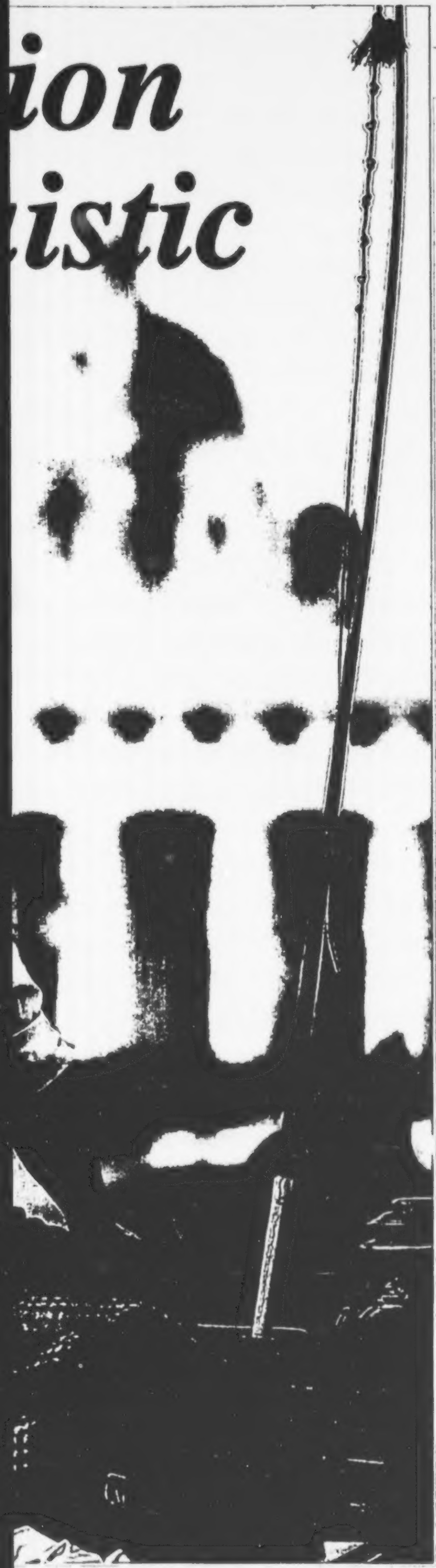
Ben Ward is the Editor-in-Chief of *American Language Review.*

Globaliza and Ling Diversity

Elena García Sagüés charts the revival of minority languages in Europe.

The closing years of the 20th century have witnessed what today is commonly known as 'globalization', a process which many fear will result in the rise and spread of a 'monoculture' erected upon the foundation of the American way of life and its language (English). It is often supposed that if globalization does in the end produce a supranational culture, languages other than English, particularly minority languages, will come under serious threat (Baker & Prys Jones, 1998). It cannot be denied that in the present age, which we often refer to as the 'Information Age', the role, status and functions of all living languages are being transformed in a number of significant ways. But the notion that globalization will lead to the disappearance of minority languages rests on a false premise which does not take account of factors which operate in the opposition direction.

The first thing to remember when looking at minority languages within the context of the Information Age is the fact that the resources allowing rapid exchange of information, such as the Internet, are today being exploited by minorities seeking to promote their own tongue. Although English remains the dominant language in the area of information technology, the money invested by linguistic minorities in this medium is clearly increasing. The Basque Government, for example, has reached agreement with Microsoft for Windows 98 and Office 2000 to be translated into Euskara (the Basque language). Other programs such as Internet Explorer 5 also exist in Basque and can be downloaded free of charge from the web pages of Microsoft and of the Basque government. The situation is not entirely dissimilar in Wales, where the Welsh Language Board, the government body responsible for the planning of Welsh in Wales, has recently developed software for checking Welsh spelling and grammar. Unfortunately, however, not all linguistic minorities have the power and resources to do the same and this is especially true of linguistic minorities that enjoy no recognition within the boundaries of the States to which they belong. Even so, all linguistic minorities are in a position to benefit from information technology, whether or not software exists in their language. For instance, the creation of web pages inevitably requires minority languages to modernize their lexis and also contributes to their standardization. The creation of web pages is important for it helps to put an end to the widely held belief that minority languages are part of tradition, of heritage, of history and therefore have a place only in the past. At this juncture, it is perhaps worth recalling that there are currently more than fifty minority languages within the European Union, that thousands exist



> **"For the purpose of this [article] minority languages means languages traditionally used within a given territory of a State by nationals of that State who form a group numerically smaller than the rest of the State's population and is different from the official language(s) of the State; it does not include either dialects of the official language(s) of the State or the languages of migrants."**
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> **Council of Europe, 1992. European Charter for Regional or Minority Languages.**

worldwide, and that most are regularly used by their speakers in their daily life.

The second thing to remember is that the emergence of the globalization process coincided with the advent of international concern for the rights of persons belonging to linguistic minorities (de Varennes, 1996). Charters, Declarations, Covenants and Conventions in defense of minority rights have already been signed or endorsed by a whole range of international organizations and include the United Nations Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (December 1992) and UNESCO support of the Universal Declaration of Linguistic Rights (summer 1996).

> "The emergence of the globalization process coincided with the advent of international concern for the rights of persons belonging to linguistic minorities"

Contrary to what might be expected, linguistic parochialism and globalization are not in conflict but are complementary in the sense that the one often presupposes the other. For example, while national borders within the European Union are becoming increasingly blurred, the minority languages of Europe are receiving more and more protection and consequently gaining more and more strength. But the defense of minority languages has not always come in response to international pressure. Spain provides an excellent example of a State whose linguistic policy, based on the recognition and promotion of its minority languages, was developed in the 1970s, well in advance of any real impetus in this direction from the international community.

After the death of Franco in 1975 Spain entered a period of transition from dictatorship to democracy. The radical changes experienced by Spanish society were soon reflected in a new language policy characterized by a determination on the part of the State to recognize and tolerate linguistic minorities. Several minority languages in Spain today enjoy, within their respective regions, co-official status with Castilian (commonly known outside Spain as Spanish). Asturian and Aragonese do not have official status, but they are covered by paragraph 3 of Article 3 of the 1978 Constitution which affords them respect and protection as part of Spain's cultural heritage. Romany, on the other hand, enjoys neither support nor protection since the Spanish gypsy community has no territory of its own and therefore no Statute of Autonomy in which their linguistic rights may be enshrined.

France has long been the antithesis of Spain as regards linguistic policy. More than almost any other European country, it has consistently refused to recognize the multilingualism that exists within its borders and has implemented since the French Revolution a clear policy of linguistic centralization. Only in 1997, when the socialists returned to power, did France's language policy start to become more tolerant. The move from prohibition to toleration of linguistic rights has, however, been far from radical. This becomes clear when we realize that toleration is merely the second point on the five-point language-planning scale identified by Skutnabb-Kangas & Phillipson (1994): prohibition, toleration, non-discrimination, permission and promotion of language rights. The debate that followed France's signing of the European Charter for Regional or Minority Languages in May 1999 and which centered on the incompatibility of the Charter and the French Constitution unambiguously underlines the inherently undemocratic ►►

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nature of linguistic policy in France. Unlike Spain, the change in language policy in France came about as a direct result of pressure exerted by the Council of Europe.

What is true of France is to some extent also true of the United Kingdom. Although language policy in Britain was never quite so undemocratic —indeed it could be argued that in Wales there has long been almost a policy of promotion of linguistic rights— the United Kingdom was nevertheless reluctant to sign the European Charter for Regional or Minority Languages. In fact it was not until June 1998 that the Prime Minister announced at a conference on language planning that the United Kingdom had decided to sign the Charter. Since then, however, there have been several positive developments such as the introduction of Welsh as a compulsory subject in Welsh schools for all pupils from age fourteen to sixteen (Welsh became compulsory for pupils between five and fourteen years of age in 1990) and the creation of a Welsh National Assembly with powers to decide on all matters relating to the Welsh language.

The shift towards toleration and/or greater protection of minority languages as a result of international pressure is also occurring elsewhere. Every country in the EU may be said to have followed the example of Spain, France or the United Kingdom. Even those like Greece, with a tradition similar to France, have had to yield to international pressure, while those already committed to protecting minority languages – the United Kingdom, Sweden-have increased the support they give minorities. Only countries like Spain, Belgium and Luxembourg, with enlightened linguistic policies of their own already in place, have not had to respond to international pressure.

There is no doubt, then, that international organizations have exerted a powerful influence over many States in relation to language policy. However, one question remains to be answered: what persuaded these organizations (and the States in question) that recognizing the linguistic minorities within their borders would not weaken or destroy the unity of the State? The answer, according to Lynch (1992), is pluralist identity. As he explains: 'We do not have to choose between local and ethnic loyalties, national citizenship and global community (...) and we are all on the way to recognizing three major levels of group affiliation: local community membership, by which is meant familial, ethnic, community or other cultural and social groupings, including language, religion and ethnicity but not necessarily linked in the same geographic place at the same time; national citizenship, determined by birth or choice, but which may not be an exclusive membership; and international citizenship, which draws on the overlapping constellations which members of the world community have in common, regardless of the other two levels'.

One could argue that the three tiers of identity referred to by Lynch are interrelated and that an increase in the importance of any one tier would have a direct impact on the remaining two. This interrelation largely explains why the process of globalization has been accompanied by an increase in concern for minority languages (minimalization as opposed to globalization). A strong supranational identity is likely to imply a strong local/regional identity and a weak national identity. So, although globalization may seem at first glance to constitute a threat to minority languages, it actually helps to focus our attention on the need to protect and cherish all living languages.

In conclusion, we should all remember that if minority languages are to be protected, their speakers must be encouraged to use them. Saussure was surely right at the turn of the century when he said: 'In the lives of individuals and societies, language is a factor of greater importance than any other.'

Internet Sources

European Bureau for Lesser Used Languages
www.eblul.org

Overview of EU's minority languages
europa.eu.int/comm/education/mercator/regmin.html

EU's minority languages - Legislation, education & media.
www.troc.es/mercator/index.htm

European Conference on Language Planning
www.cymuned.org.uk/

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In the last of their series on inclusion in the elementary school, **Howard De Leeuw** and **Susan Stannard** plead for a little understanding when taking the needs of English language learners into account.

Accentuate The Positive

The effectiveness of the other components we have discussed in our previous articles: staff development, adequate resources, and modifications to curriculum, is linked directly to the attitudes of teachers and staff working with English language learners. As one principal was quoted: "You can force compliance, but you can't force commitment" (Harper & Platt, 1998, p. 34). Complying with an inclusion model is different than having an attitude committed to inclusion.

When teachers value the languages and cultures of all children in the classroom, a crucial first-step has been taken in helping each child succeed (Lucas, Henze, and Donato, 1990). However, when teachers' expectations for achievement are based on grade-level objectives designed for native English speakers, and English language learners fail to live up to these expectations, positive attitudes begin to erode into attitudes of frustration and anger. An increased emphasis on state-mandated assessments, teacher accountability, published test scores, and school rankings, only increases the level of resentment, whether conscious or unconscious, toward those students that cannot achieve. Teachers' expectations for achievement are often reinforced by schoolwide academic plans that focus on improving specific skills, such as writing or math, but are based on expectations for native English speakers. Within this current climate, cultural and linguistic diversity is no longer "invisible" as Jim Cummins noted in 1994, but has become demonized because of its perceived negative impact on achievement.

Driven by expectations for high achievement, teachers channel their energies into seeking as much outside support and intervention for English language learners as possible. Often, this outside support takes the form of tutors, volunteers, after-school programs, referrals to special education, or having English language learners spend part of the school day in a lower grade.

When there is a lack of understanding for the needs of English language learners, well-intentioned attempts to raise schoolwide academic expectations combined with teachers' well-intentioned attempts to "help" English language learners contradict the objectives of an inclusion model.

Within an inclusion setting, English language learners are given opportunities to interact with native English-speaking peers for the purposes of language development and social integration. When English language learners are not included in regular classroom activities and are isolated or grouped together because the teacher is unaware of ways for them

◄◄ to participate, the message is clear: these students are different and deficient. As Jean Handscombe (1989) writes: "A model of program delivery that largely separates these students from regular classes carries with it the suggestion that they will be acceptable to the mainstream only when they are unnoticeable within it" (p. 5).

Teachers, who have not been empowered with information on meeting the needs of English language learners, unintentionally undermine the benefits of inclusion, even though they may perceive themselves as valuing diversity. Suggestions, such as creating a welcoming atmosphere, assigning a native English-speaking buddy, allowing adequate time for oral language to develop, or modifying grade-level curriculum, are often rejected because of the overriding focus on grade-level achievement.

> **"Teachers, who have not been empowered with information on meeting the needs of English language learners, unintentionally undermine the benefits of inclusion."**

An effective positive attitude leads teachers to go from uninformed assumptions to educating themselves on the best ways to meet the needs of English language learners within an inclusion setting. Participation in staff development, reflecting on current instructional practices, and seeking ways to adapt curriculum and instruction to meet the needs of English language learners are practical steps teachers can take to set realistic and appropriate expectations. An effective positive attitude is evident in a willingness to accept circumstances beyond the teacher's control: a student's age of entry into the country, educational gaps, lack of literacy in the first language, trauma, or lack of English. Instead, positive attitudes allows teachers to focus on creating opportunities that value English language learners and help them experience success. As Carol Urzúa (1989) writes: "When we deal with minority children, it's important to remember that success breeds further success. Do successful experiences happen often for our children?" (p. 20). Practical steps teachers can take to integrate English language learners into the classroom include:

- Talking to the class about ways they can help.
- Finding out about students' backgrounds, languages, previous schooling, locating countries of origin on a map or globe.
- Learning how to pronounce students' first and last names.
- Having a class discussion about what it feels like to move somewhere or to be a new student, especially in a different country, with a different language.
- Giving students many opportunities to listen to English and to interact with peers.
- Providing visual clues to increase understanding. Labeling items in the classroom.
- Providing a variety of activities where students can work together in less-structured situations.
- Setting up situations in which English language learners can be the experts, such as teaching the class words and phrases in another language.

Suggestions for integrating English language learners can be listed in a brochure and distributed to all staff. Other valuable ideas to support inclusion are included in TRIBES training, a program for building community in the classroom, which is offered in many school districts (for more information, go to www.tribes.com on the Internet). Teachers who have a positive attitude toward creating an inclusive environment do not view inclusion as complex or time consuming, but rather as beneficial for all students. Teachers' responses to cultural and linguistic diversity often form the basis for students' responses to diversity.

> Teacher attitudes and behavior may be much more significant than curriculum content in teaching culture, and teaching culture should be distinguished from teaching about culture. Teachers are models; what they value and respect is often valued and respected by their students as well. (Saville-Troike, 1978)

In the booklet, Improving Education for Immigrant Students, (1998), the Equity Center of the Northwest Regional Educational Laboratory (www.nwrel.org) has created a self-report card for teachers and administrators to reflect on personal and schoolwide attitudes toward English language learners. This checklist for measuring the immigrant-friendliness of a classroom or school is a great starting point for evaluating attitudes and developing a positive commitment to inclusion.

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Loaded Questions?

In an attempt to respond to the growing national concern about students' language background and its effect on performance, researchers at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA have undertaken a series of studies to examine the impact of students' language background on their performance. Jamal Abedi reports their findings.

The CRESST study results found that students' language background does impact their performance on content-based assessments. There is no evidence to suggest that the basic abilities of English Language Learner (ELL) students are different from other students; however, the achievement differences between ELL students and native English speaker students are pronounced. The results from the CRESST studies indicated that students in ELL categories, particularly in the lower levels of English proficiency, show considerably lower performance in content-based areas such as math and science compared to other students. One study by Mestre (1988) found that ELL students may not perform as well on tests as their native English speaker counterparts because they read more slowly. These findings are a great concern to educators and researchers because of the critical role language plays in testing student achievement. In addition, defining the language and performance relationship is disconcerting because the exact nature of these confounding factors remains elusive.

The CRESST studies found that general proficiency in language is necessary for a true assessment of student knowledge in NAEP mathematics tests. For example, solving math word problems presents a challenge for the ELL student because the added cognitive load can impact individual performance negatively. That is, in order to do math word problems, students must learn the vocabulary and structures germane to the math word problem genre. When this does not occur, the language of content-based test items may disproportionately impact the scores of less language proficient students. Hence, general proficiency in language is an important factor that is necessary if a student is to learn from teachers and books during mathematics instruction as well as transfer this knowledge to a testing situation.

The results of our analyses also suggested that revising content-based test items to reduce the linguistic complexity has helped some ELL students. Following are examples of reducing the linguistic complexity in test items:

Change the passive verb forms to active verb forms.
"Two comparisons were made" becomes "She made two comparisons."
Change complex question phrases to simple question words.
"At which of the following times" becomes "When."

In particular, reducing the linguistic complexity of math test items helped students to present a more valid picture of what they know in the subject. This outcome was particularly evident in students who were enrolled in low- and average-level math classes

The following is a summary findings of the CRESST studies on the impact of language on test performance:

- Due to issues concerning representativeness of norming group and due to language and cultural factors, the relevancy of standard achievement tests for ELL students must be studied more thoroughly. Translation of assessment tools into students' native language may not help when the language of instruction is not in the students' native language.
- English language learner (ELL) students may perform lower on test items with high language demand. Reducing the unnecessary language complexity of test items may help ELL students to present a more valid picture of their content knowledge.
- Students' background characteristics may impact the outcome of accommodations. Thus, CRESST researchers caution against blanket statements about the general effectiveness or lack of effectiveness of a particular form of accommodation.
- Some forms of accommodation may help all students, including native English speakers. This result questions the validity of some forms of accommodation. Among the various forms of accommodation used in our studies, the language clarification of test items was the only accommodation that helped ELL students more than non-ELL students.

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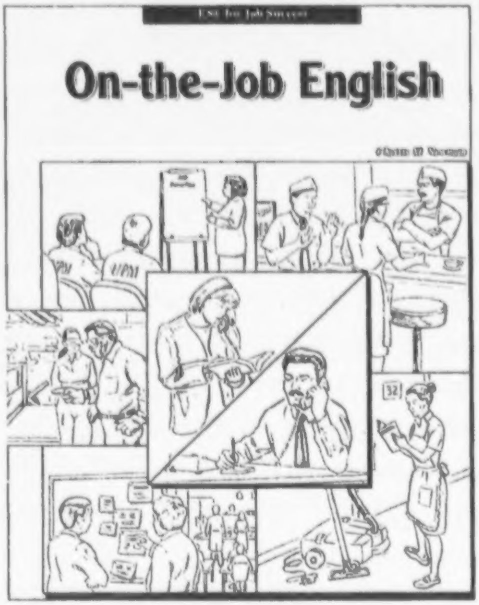
ON-THE-JOB IS ON-THE-MONEY

On-the-Job English

Christy M. Newman New Readers Press, 2000. Student Book $11.50, Teacher's Guide $7.25, Cassette $14.95



THIS TEXT is designed to meet the needs of working ESL students who already have a basic grasp of the English language. In addition to introducing relevant vocabulary and idiomatic language, it acquaints students with American workplace culture. It also has the potential to stimulate discussions, role-plays, and other activities, allowing teachers to adopt a communicative approach in the classroom.

The lessons center around such themes as "Using Safety Gear", "Asking for and Offering Help" and "Expressing Opinions" and use dialogue or written material specific to workplace situations. The author's decision to set these lessons in particular work environments, such as factories, hotels, offices, shops and restaurants, allows for virtually every job-type to be represented. The use of specific themes to focus each lesson means that the class does not have to proceed from lesson one through to lesson eighteen. Instead, teachers have the freedom to decide which lessons are most important for their students.

A key strength of this approach is that the material presented in each lesson is not dependent upon the setting. It can be applied to virtually any job in any sort of industry. For example, lesson six presents a dialogue in which two employees are discussing the safety gear that they have to use - shoes with rubber soles. They then go on to discuss what sort of safety gear their relatives are required to wear in their jobs. In the hands of an alert teacher, this can easily lead to a discussion about what sort of safety gear is required at the students' places of work.

Of particular use to students, each chapter presents issues related to American workplace culture. Students are therefore not solely taught the vocabulary they will need to be able to perform their jobs, but are also provided with the materials to engage in workplace discussions, management meetings and general social intercourse. Workplace norms and mores vary from country to country, and this text does an excellent job of equipping students with the necessary cultural skills to succeed in an American work environment. Issues addressed include asking for clarification, checking a bulletin board for announcements, understanding the importance of punctuality and teamwork, and company liability.

The text is accompanied by a teacher's guide and a cassette tape. The teacher's guide offers a number of suggestions for each chapter, including warm-up discussion questions and realia-based activities. The cassette tape primarily offers oral versions of the dialogues presented in the text. The dialogue is unrealistically slow and clear, and does not include any sort of background noise. And, although the book is sprinkled with multicultural names and faces, the cassette uses only standard American-English pronunciation. This is unfortunate, of course, because outside of the classroom, students will encounter English in its many varieties. On the whole, this is an extremely useful text which takes a very practical approach to teaching English. The accompanying illustrations, charts, and graphs are not only useful in aiding students' understanding of 'on-the-job English', they are also helpful in stimulating discussion. Also, each chapter includes a number of exercises, both communicative and otherwise, designed to check students' understanding and stimulate language production.

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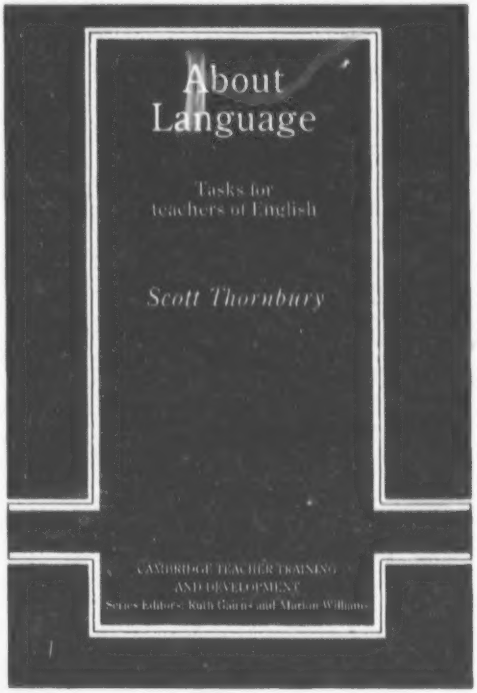
WHAT TEACHERS NEED TO TEACH


About Language
Tasks for teachers of English
Scott Thornbury
CAMBRIDGE TEACHER TRAINING AND DEVELOPMENT
Series Editors: Ruth Gairns and Marion Williams

CALL Environments: Research, Practice, and Critical Issues
Joy Egbert and Elizabeth Hanson-Smith, Editors. $39.95
(TESOL members: $35.95) TESOL, 1999. Alexandria, Virginia.

AS TECHNOLOGY proliferates, ESL practitioners are continually challenged to master constantly evolving computer systems, software, and resources. More importantly, they must also learn to incorporate these emerging technologies into their teaching.

CALL Environments' collection of theoretical and practical essays, including web site listings and other resources, will help instructors face this formidable task.

This TESOL text also serves as a potent reminder of the need for a theory of CALL. As Egbert, Chao and Hanson-Smith point out in Chapter 1: "A theory of CALL is a theory of language acquisition; the fact that the technology changes does not mean that the principles of language development do." This fact is the starting point for the book, which examines in detail, the "eight conditions for optimal language learning environments." Conditions which have been widely accepted by ESL practitioners as "the model supported by SLA, ESL and learning theory literature."

They also serve as the framework for the book, whose 8 sections address each condition with articles on both theory/research and classroom practice.

In Part I "Interaction", Joy Kreeft Petyon explains how computer networks have expanded the repertoire of writing and learning interactions between teachers and students and among students themselves. Joy Egbert outlines several projects that demonstrate such interactions within classes and across global contexts.

In Part II, "Authentic Audience", Bill Johnston discusses the relevance of "audience" in both understanding SLA and teaching ESL. We see how mediated learning has increased the size and accessibility of the audience. This has led to an array of activities that Leslie Opp Beckman says allows learners to participate in pen-pal exchanges, videoconferences and distance learning.

In the next section, Carol Chapelle helps teachers enhance their understanding of computer-assisted tasks by providing 1) a framework for "judging authenticity" and 2) a schema for the empirical evaluation of student produced speech. The practical side of Part III outlines techniques to incorporate technology in reading, writing, speaking and listening. Readers will benefit from the many tasks Deborah Healey describes and realize the importance of staying focused on communicative goals rather than using technology for its own sake.

Parts IV and V explore the theory behind language input and production. Here readers will find valuable resources, including organizations and products, to help them challenge their students and provide them with feedback.

In Part VI, Keng-Soon Soo details students' learning styles while Karen Yeok-Hwa Ngeow demonstrates how they can be maximized within the CALL classroom. Bill Johnston

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***About Language: Tasks for Teachers of English*. Thornbury, Scott. Cambridge:**
Cambridge University Press, 1997.
Paper, xviii + 269 pp. $22.95

THIS ADDITION to the Cambridge Teacher Training and Development series promises to answer the following question: "What is it that a teacher needs to know about English in order to teach it effectively?" (back cover). Actually, Thornbury could ask a more general question: What is it that teachers of any language need to know about their subject matter in order to teach successfully? *About Language: Tasks for Teachers of English* is an exciting, yet level-headed hands-on book that will benefit not only teachers of English, but also teachers of any modern language.

Thornbury has set out to write a book that will create more effective teachers of English. He feels that teachers will be better able to teach a language if they know how it works. *About Language* contains 28 units with ten tasks apiece. The units deal with those elements of phonology, morphology, semantics, syntax, and sociolinguistics that play an important role in ESL/EFL materials. The tasks range from identification to evaluation and application; by completing the tasks readers refine their knowledge of the structure of English. Thornbury devotes approximately fifty percent of his book to giving the solutions to the tasks and to explaining why certain answers are better than others.

Two concepts are critical to Thornbury's book: language awareness and language analysis. Language awareness refers to "explicit knowledge" about the "underlying systems of language" (x). Many people have a high level of proficiency in English, but few people understand how the language works.

Language awareness is achieved through language analysis. Thornbury advocates an inductive approach to language analysis. He states that, though language analysis can be done by reading a contemporary grammar, it is more effective when readers have to work out patterns on their own. He feels that outstanding teachers of language have developed their own process of language examination. They are always on the lookout for possible modifications to their understanding of the system of language.

Thornbury is aware that prospective readers might be leery of his text at first. After all, the analysis of grammar is a controversial subject, and the teaching of grammar is frowned upon in some circles.

Clearly, even if readers accept the idea that grammar needs to be taught explicitly to students, they might argue about the order in which topics should be presented. Thornbury does not try to tell teachers how to set up their curricula or what to include in daily lessons. He points out that "whether or not [teachers] choose to make explicit to the learners the systems underlying the language they are teaching, they are still bound to be authorities in the language itself" (xiii). The author feels that such

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CALL FOR A HELPING HAND

returns in Part VII to address classroom "atmosphere". While these psychological and affective factors influence all learning contexts, we see how CALL environments carry the added burden of "computer anxiety". Moreover, we see how the nature of computer environments has changed instructor's roles.

Which brings us to the last section of the book, "Control". Readers will not want to miss Carla Meskill's conclusion, not so much for her creative vision of the future, but for her insights into the role of technology in instruction. Her comparison of the Transmission with the Communicative Model of teaching is critical. CALL Environments is a must read for anyone currently teaching or planning to in the new millennium. For beyond its wealth of activities and resources, it keeps the focus on the goals necessary for language learning. As Meskill says, no matter how developed the technology gets, "machines don't teach, we do." Something to keep in mind as we sift through the pages of this excellent text are Conditions for Optimal Language Learning Environments

Learners should:

- Have opportunities to interact and negotiate meaning;
- Interact in L2 with an authentic audience;
- Be involved in authentic tasks;
- Be exposed to and encouraged to produce creative language;
- Have enough time and feedback;
- Be guided to focus on their own learning process;
- Work in environments with an ideal stress/anxiety level;
- Have their autonomy supported.

Arnie Cooper, English Language Institute, University of Santa Barbara, California.

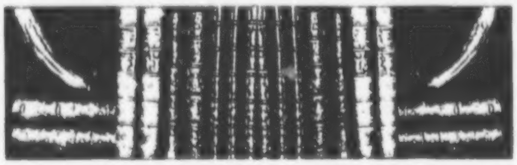
WHAT TEACHERS NEED TO TEACH

teachers are better able to lead their students to high levels of communicative competence, i.e., knowing which language variety is appropriate for a given situation and how to produce a correct form of the necessary language variety.

Thornbury's book would make valuable reading for several different audiences. Supervisors of future teachers of English, ESL/EFL, and foreign languages could include this text as part of the required reading in methodology courses. Since the book contains a key and commentaries, current teachers who want to refine their language analysis skills could use it for studying on their own. General readers who are curious about the workings of language would find many of their questions answered, too. Any reader who spends time working with this text would gain a better understanding of language.

All in all, Thornbury has succeeded in creating a book that gives readers insights into how language works. His text is clear, engaging, and free of typographical errors. His examples are taken from authentic sources and therefore avoid the contrived sound that is all too common in examples found in many grammar books. Teachers of languages other than English will be able to apply Thornbury's tasks to any modern language. If anything should be changed, it is his bibliography. Many works are listed, but they are almost exclusively limited to those published in Great Britain. Since Thornbury and his publishers are aiming for an international audience, they should make the effort to include works from other English-speaking countries, such as the United States and Canada.

Dr. David Witkosky, Associate Professor of German and International Studies, Auburn University, Montgomery, Alabama.



ADDRESSING FORM DEFINITIONS

Focus on Form in Classroom Second Language Acquisition
Catherine Doughty and Jessica Williams
Cambridge University Press, New York City, 1998.
Paperback $22.95

RECENT YEARS have brought forth debates among second language (SL) instructors regarding the inclusion of formal instruction in the classroom. The focus on communicative language teaching has created a gap between practitioners that believe in the importance of communicative skills and those that believe in traditional grammar instruction. This collection of articles by SLA experts addresses the research that focuses on formal instruction in second language learning. Specifically, they address the definition of form-focused instruction and the questions of how, and even if to include grammar instruction in the L2 classroom.

The first section of the book provides a definition of focus on form in which the teacher draws attention to linguistic elements as they occur in communicative lessons versus a focus on forms, which is an exclusive focus on grammar in isolation. The major questions addressed in the subsequent chapters include (1) the timing of the focus on form – initially and continuously throughout instruction or only after communicative ability has been achieved; (2) which forms to focus on – all or only those that present persistent problems to students; (3) the classroom context for focus on form – what is most beneficial to learners in terms of the type and degree of focus; and (4) curricular decisions – the design of tasks so that problematic forms are highlighted or presentation of grammar in isolation with subsequent practice.

Part I of the book addresses the theoretical foundations for focus on form. Michael Long and Peter Robinson provide the historical context for the debate on focus on form, and the problems of popular language teaching syllabi that ignore natural order of acquisition and predetermine the forms that students will learn. Robert DeKeyser reviews research in cognitive psychology for evidence that is relevant to the debate on focus on form. He discusses explicit versus implicit learning in the L2 classroom and the ways in which certain types of instruction facilitate the acquisition of declarative knowledge. Merrill Swain discusses focus on form in light of findings from immersion education. She focuses on the role of output in developing metalinguistic awareness and argues that calling attention to errors can help correct some of the linguistic problems of immersion students.

Part II of the volume deals with the focus on form in the classroom context. Joanna

White discusses research that examined if enhanced focus on particular forms would lead to heightened awareness of the language system. Catherine Doughty and Elizabeth Varela relate the results of a study which found that the concentrated focus on form during content classes was superior to meaning-only focused instruction in facilitating the accuracy of certain forms. Jessica Williams and Jacqueline Evans focus on which forms to choose for classroom activities. They consider two criteria - the formal and functional complexity and the status of the form in the learner's interlanguage - to determine which forms should be taught and how. Brigit Harley presents research conducted with young learners to determine if early intervention can correct grammatical gender problems persistent in immersion learners.

Part III of the book presents pedagogical implications of the focus on form research. Lightbown explores the issue of timing of form-focused instruction. She discusses the question facing many classroom teachers of whether to plan grammatical instruction in advance or to provide that instruction on an as-needed basis. Also, Doughty and Williams discuss the concerns of classroom teachers regarding grammar and the decisions that surround implementing focus on form instruction.

The volume presents ample evidence that neither grammar/form-based instruction nor communicative/meaning-based instruction alone can lead to complete accuracy and proficiency. While there is not a single solution to the issue of how to implement focus on form in the SL classroom, the articles provide promising pedagogical principles that can inform decisions about when and how to implement this instruction. The collection of articles is based on theory and research, and addresses important issues of the role of grammar instruction in the SL classroom. The book is an important addition to the field of research on second-language classroom instruction, and appeals to SLA researchers, graduate students, and classroom teachers that are well versed in SL terminology. It is not a practical handbook of ideas on how to implement form-focused instruction, but it does provide classroom teachers with solid theory based on research as to the importance of attention to form in communicative language teaching.

Anna Gelinas, Ph.D.

Pronunciation Matters: Communicative, Story-Based Activities for Mastering the Sounds of North American English
Lynn E. Henrichsen, Brent A. Green, Atsuko Nishitani, and Carol Lynne Bagley
The University of Michigan Press, Ann Arbor, 1999, 382 pp. $18.95 (paper)

PRONUNCIATION MATTERS offers a unique, communicative approach to teaching English pronunciation to intermediate and advanced students of ESL using story-based, contextualized lessons. It is accompanied by four cassette tapes and a teacher's manual.

The book is divided into ten sections. The first section contains diagnostic procedures and materials. This section suggests different methods for teachers to diagnose students' pronunciation difficulties. Several diagnostic worksheets and forms are provided to allow teachers to both identify and prioritize these difficulties.

Sections two through nine are divided into the main categories of pronunciation: vowels, consonants, consonant clusters, reduction and blending, word stress, sentence stress, intonation, and segmentation. These sections together contain 186 short units. Because the units are independent, the teacher can tailor the book to suit the particular needs of individual students. Indeed, the book advises students not to go through the book from beginning to end but rather to work on the units that focus on their particular difficulties.

Each unit focuses on one particular sound contrast. The units begin with a story that illustrates how the sound contrast makes a difference in meaning, for example, "we need a tack for each picture" versus "we need a tag for each picture." After listening to the story, the students practice saying the contrasting sentences. This is followed by a choice of several other activities, such as peer tutoring, story reading, story dictation, cloze reading, story retelling, story writing, and role-playing.

The last section of the book provides in-depth phonological explanations of how to produce various sounds. This serves as an excellent resource for teachers who need to explain the production of sounds to students. It uses clear examples and illustrations that students can easily follow. It is inconvenient for students to have to refer to the back of the book in order to find the necessary sound explanations.

The accompanying teacher's manual is an important supplement to the textbook. It explains the instructional procedures (which can be applied to all of the units), followed by a sample lesson plan outline and a full, detailed lesson plan along with a teacher's script. Perhaps the most important feature of the teacher's manual is the last half of the book, which contains the masters for peer practice cards. These cards focus on particular sound contrasts and allow the students to engage in peer tutoring. This activity is strongly emphasized. This book is a valuable book and resource for ESL teachers.

Geneva Awad is an ESL teacher at Red Rocks Community College in Lakewood, Colorado.

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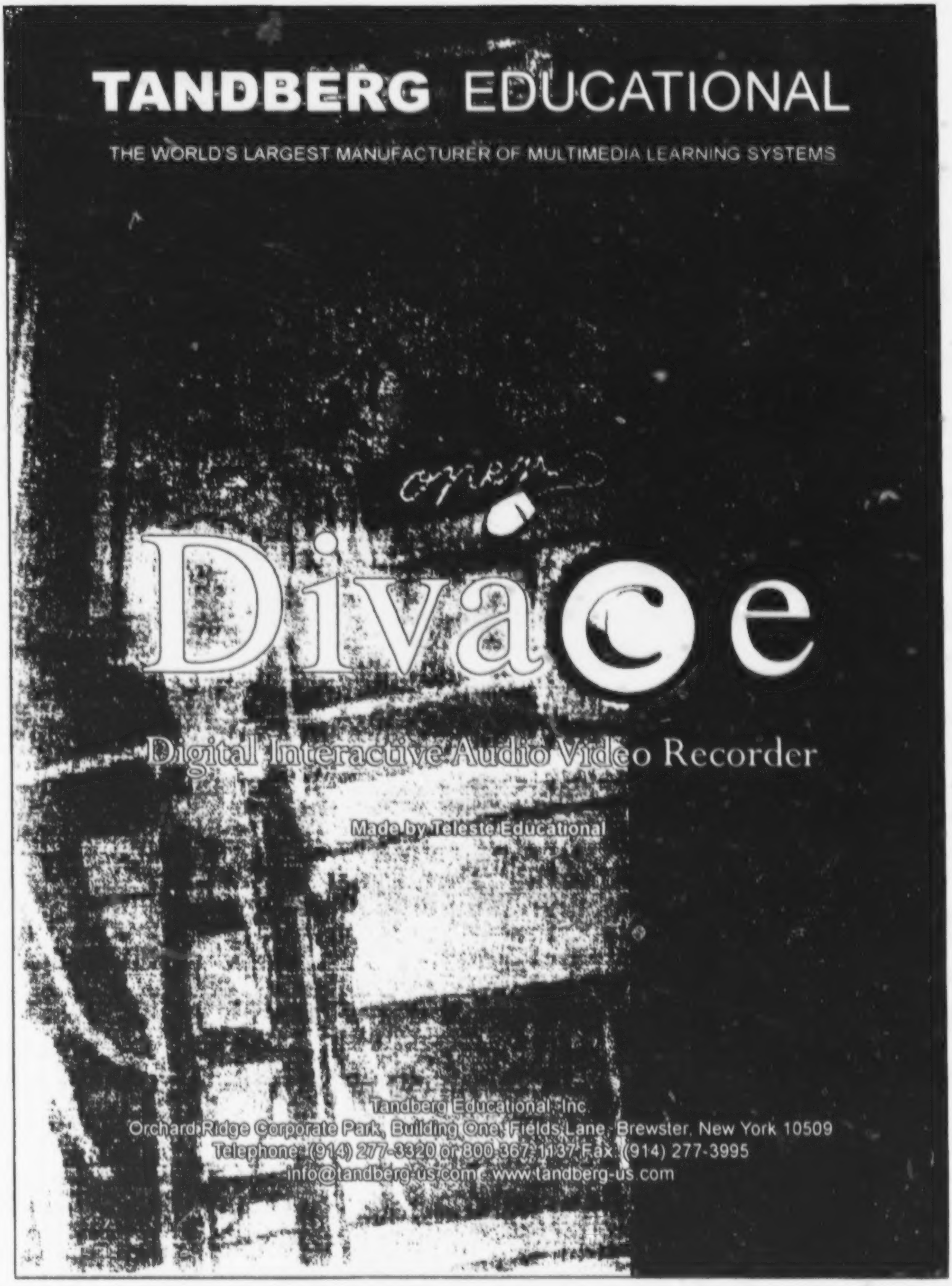

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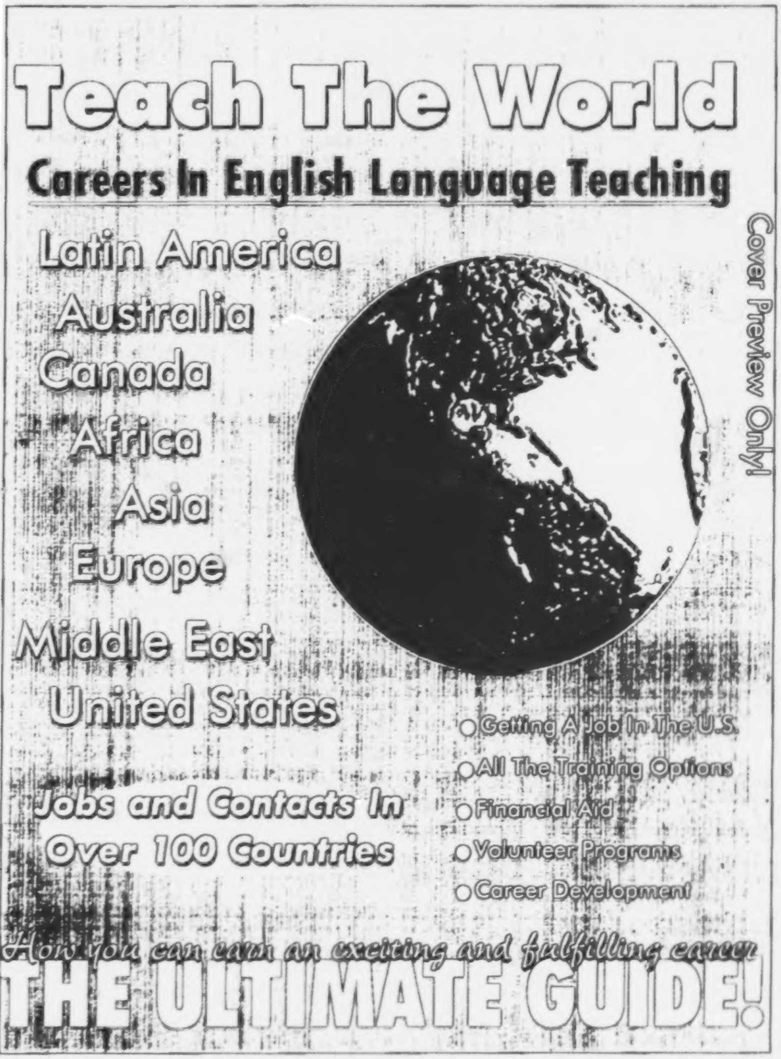

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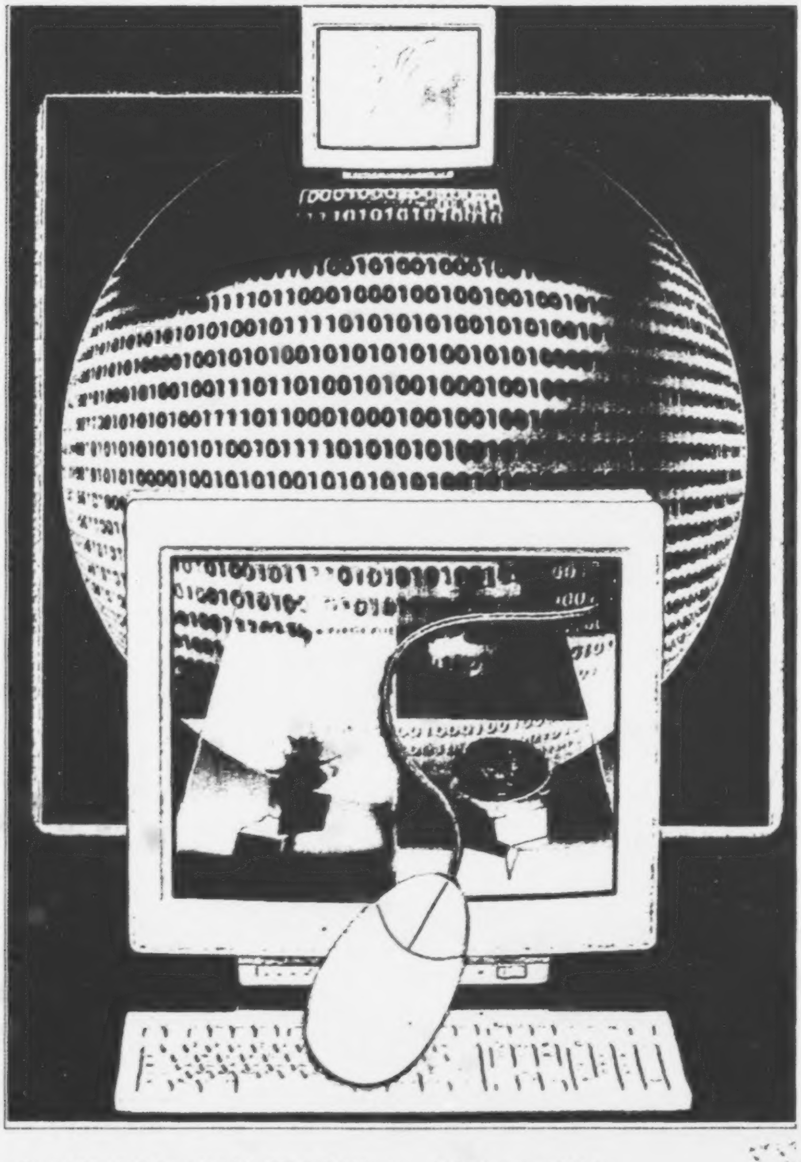
David Bradburn explains how technological innovations are he

Speech and Language Technologies Break Down Learning Barriers



Technology is a great equalizer. It is capable of collapsing barriers and making disabilities merely a part of someone's personality, rather than a lifetime liability. Through advances in speech and language technology, for example, physical and learning disabilities such as blindness, Repetitive Strain Injuries (RSI), Dyslexia, attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD), are no longer insurmountable barriers to a person's ability to read, write or work.

Speech and language technology is software that automatically converts spoken words into text, synthesizes speech, understands spoken commands, or translates text from one language to another.

These innovations are also helping reduce illiteracy. According to the National Institute of Child Health and Human Development, at least 20 percent of the nation's population, including 10 million school children, has difficulty reading. Speech and language technology addresses this problem, providing tangible improvements in both children's and adults' reading abilities.

There are many stories of people who have overcome disabilities with the help of technology. Canadian businessman Ralph Moore, for example, overcame his illiteracy with the help of speech technology. The technology helped him learn how to read by letting him hear written words. "Until a few years ago, I was completely illiterate. I graduated from college without ever having written a sentence," Moore said. "After just one year of using the new software, I can read at the same level as a second-year college student. This technology can make an illiterate person literate in six months."

Speech and language technology is also helping blind people read any book they want by using a

students with disabilities to meet the challenge of learning.

scanner to convert the written text into spoken words. "The world of books had been closed to me all of my life," said one blind senior citizen. "But suddenly I'm using software that lets me walk into a library and read anything I like."

Dyslexic readers are equally grateful for advances in speech technology, as Dave McCrossen's experience proves. Due to his Dyslexia, he could only read the first two or three words in a paragraph. After that, the words would fuse into a confusing jumble. Using a computerized learning system, he was able to scan books into his personal computer, choose one of 14 voices from a speech application, and see the text highlighted as the voice read it to him. His late emergence into literacy changed his life. "It was the best thing that ever happened," McCrossen said. "For the first time, I was able to really get into the book and understand what the author was describing. The technology has opened so many doors. It would have been nice to have 30 years ago, but it wasn't available."

McCrossen is now studying college-level anthropology. "Education is something I felt like I was missing," he said. "Now I'm in the middle of it."

Every year, more than 200 students with disabilities enroll at Howard County Community College in Columbia, Maryland, most with learning disabilities such as Dyslexia, attention deficit disorder and attention deficit hyperactive disorder.

"For many of these young people, reading is a daily struggle," said Carol Manchester, disability specialist and assistant training coordinator at Howard County Community College. "We needed to find an effective way to help them in school. The computer program we use changed students' lives, opening doors that had been slammed in their faces."

"We have students who are visual learners," Manchester said. "They see pictures, but cannot process the text along with it. Now they can follow along and make the connection between text and picture."

As in McCrossen's case, technology-enhanced reading helps students learn to read by creating a bridge between sight and sound.

"I've seen students get a gleam in their eyes when they see a new computer game or new graphics," Manchester said. "Until now, I've never before seen students with tears in their eyes over a new computer."

Easing disabilities in the work place

Speech and language technology is proving to be very valuable in the work place as well, empowering disabled people to make significant contributions in the working world. Businesses are hiring the disabled, as can be seen in BusinessWeek magazine's annual list of the top 100 companies that hire people with disabilities. The magazine published this list in association with national organizations for people with disabilities, including Joe Valenzano of *Exceptional Parent Magazine*.

Some disabled workers take their destiny into their own hands. Renee Griffith, for example, suffers from carpal tunnel syndrome, which destroyed many of the nerves in her wrists after she spent most of her professional career working on a keyboard. Her condition forced her to leave her job and go on disability. Refusing to become just another statistic, Griffith founded Zephyr-TEC Corporation Training & Evaluation Company. The company uses speech recognition software to train people who have lost the use of their hands to work with computers. Stroke victims, quadriplegics and sight-impaired people can operate computers by speaking words into a microphone. Software then interprets their words as commands and text. This service has enabled many to rejoin or enter the workforce.

Like businesses' commitment to hiring the disabled, the federal government employs people with disabilities in agencies such as the Social Security Administration (SSA), Central Intelligence Agency (CIA), Department of Defense (DOD), and Internal Revenue Service (IRS). Many of these federal employees use speech and language technology to help make their work easier and more productive.

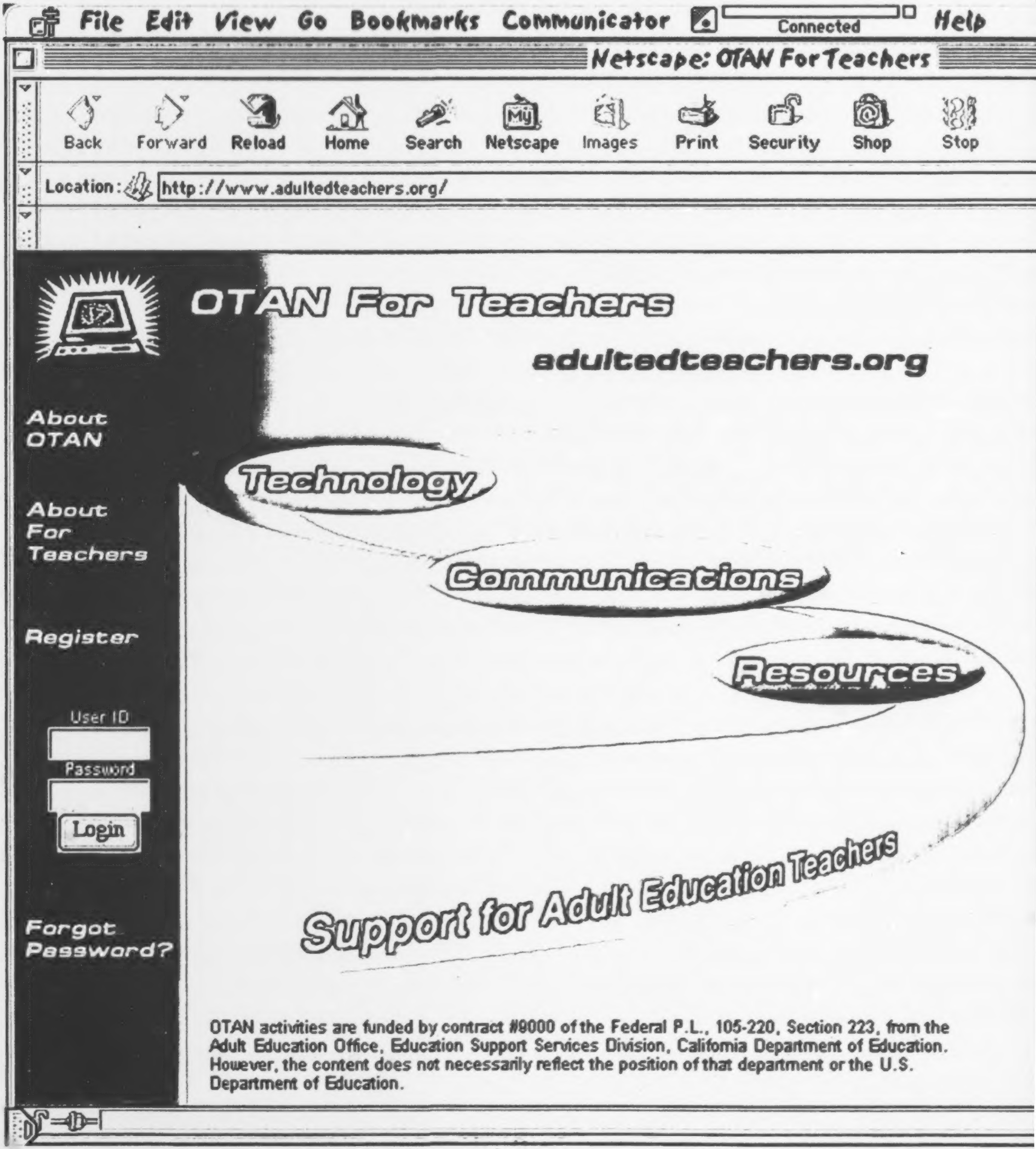
The government has also taken a more active role in preventing injuries in the workplace. The latest Occupational Safety and Health Administration (OSHA) proposal aims to set national standards for ergonomics in the work place. The new proposal focuses on ways to prevent injury by requiring employers to alter work stations, redesign facilities or adopt tools to reduce the risk of workers being injured on the job. Speech and language technologies can provide these tools by reducing manual data input.

Continuing technology evolution

Speech and language technology will continue to evolve as long as there are advances in supporting technology. In this century alone, technology has advanced from mechanical Braille typewriters to virtual companions that can adjust to any individual's needs. How much further this technology progresses over the next century remains to be seen, heard and read as technology continues to level more learning barriers.

For 16 years, David Bradburn has been at the crossroads of new technologies that improve people's lives. Beginning at Sight & Sound Technology (UK) and later at Pulse Data International (Mexico), Xerox Information Systems (UK/USA), and Kurzweil Educational Systems, now a wholly-owned subsidiary of Lernout & Hauspie Speech Products, Bradburn has helped open the doors of opportunity for thousands of men, women and children.

One Small Step In Cyb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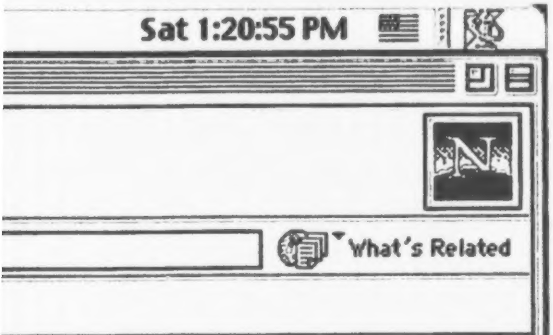


Gordon Rich highlights the work of OTAN in the field of educational technology.

Teachers and students of language have long been eager proponents of innovation. When we learn or teach any language, with all the subtle nuances required for true communication, we are willing to try just about anything in the pursuit of our goal. It is no wonder that those of us who either need to learn or teach language skills quickly embrace each new tool and invention (including audio cassettes, Language Masters and other recording devices).

So why was it that when the age of Computer Technology came along and everything else seemed to improve at the speed of light, ESL teachers experienced a slight stall in their progress toward perfection? We had the tools, but the cost of supplying everyone with computers or applications rendered them beyond our ability to utilize what was available.

Well, stand back and be amazed, *American Language Reviewers*! The promise of "Tomorrow Now" is about to be fulfilled.

Thanks to the people at OTAN, any Internet access will open doors to ready-made lessons and an online authoring shell, that will make development of language skills a simple step by step process with results that can be utilized by all students...even if they don't have computers. Online Technical Assistance Network (OTAN) has been growing for more than a decade, quietly developing new technical strategies and resources to support educators. The work that has been done by OTAN has not gone unnoticed. The California Department of Education, for instance, has recognized the potential of OTAN by making the organization their official documents distribution center, even requiring membership of OTAN as a condition for applying for some types of financial support.

John Fleischman, Director of Instructional Technology and Learning Resources in the Sacramento County Office of Education explained how the gradual development of OTAN as the key player in Sacramento has contributed to the development of new teacher-centered projects. "The OTAN Online community continues to grow. At the last count, 3,454 members were registered. Historically, most users of the OTAN site have been administrators, resource teachers and researchers. But, times have changed. Most new users of OTAN Web resources are classroom instructors."

Because of the success of OTAN and the basic agreement that there was a need to make technology available to more educators and students alike, the technology community at large was put into a position of putting their science where their mouths were. "We've been saying for some time that we could coordinate a Web site that would be of value to students and teachers on a multitude of subjects," said Fleischman. "Finally, we convinced the federal government that it was possible and they said, 'Here's the money. Let's see what you can do.'"

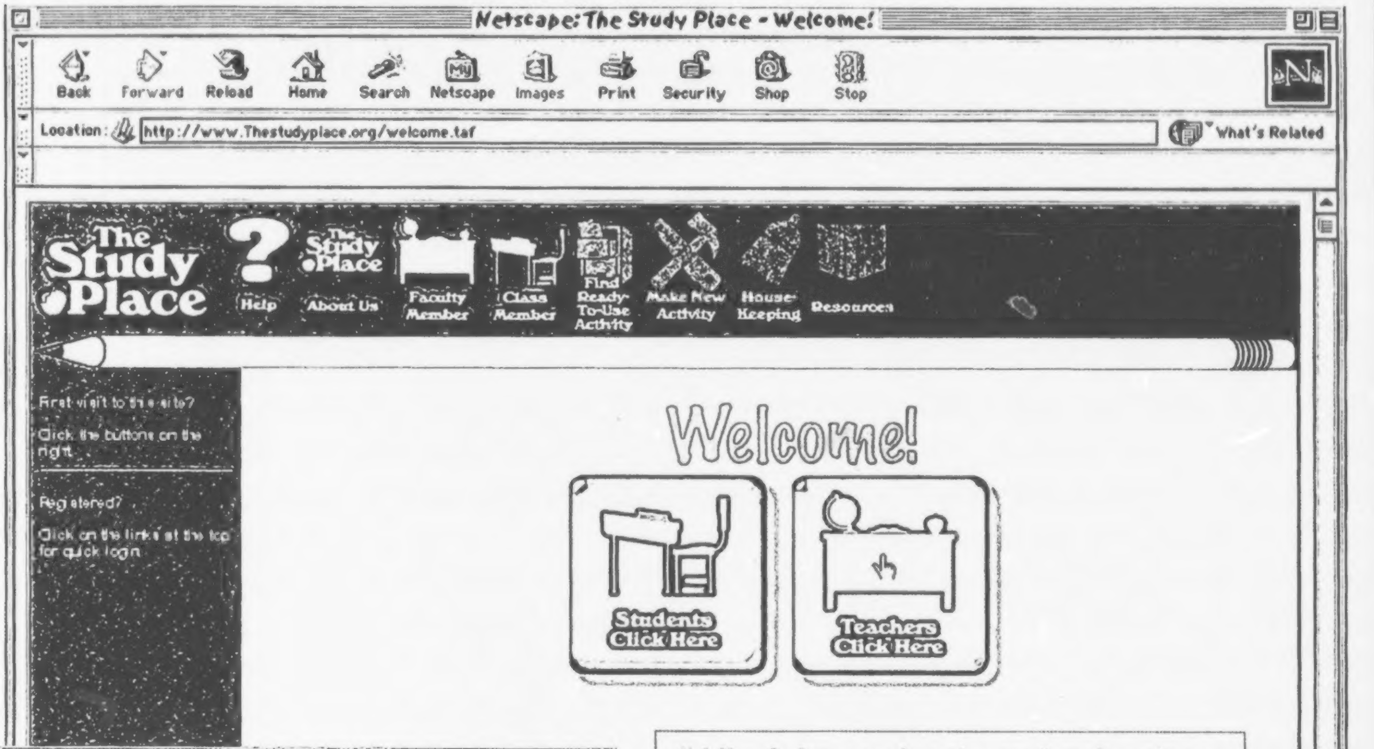
What they came up with was a whole array of teacher/learner resources (thankfully, ESL was not left out.) "The newly released Web site (www.adultedteachers.org) offers information about free instructional software, lesson plans on how to integrate technology, useful Web site links, tips for using hardware and much more," says Fleischman. Through the "Teacher Exchange" button one is able to access sites such as LAES (Latino Adult Education Services) with life skills lessons on a multitude of subjects, and The Study Place (www.Thestudyplace.org,) headed by Andrea Key and George Phillips.

Cyberstep is a project which partners the California State University Institute, the Sacramento County Office of Education, Los Angeles Unified School District, the Adult Literacy Media Alliance (ALMA) and Aguirre International to produce products that are of use to ABE/ESL educators. The "Step" in Cyberstep stands for Systems Technology Educational Products. When accessing this web address, either through OTAN or directly (www.cyberstep.org/public/project.htm), web surfers are informed that Cyberstep products and systems will facilitate anywhere, anytime and any pace learning.

"Finally, we convinced the federal government that it was possible and they said, 'Here's the money. Let's see what you can do.'"

The project's creators recognize that "the low-income adults who have the greatest need for Adult Basic Education (ABE) and English as a Second Language (ESL) instruction are typically faced with challenge just to keep roof over head and food on the table. They have little time or resources to expend on education or life long learning. Educational institutions that assist this group invariably face limited resources and must devise creative means for delivering instruction and facilitating learning." So, Cyberstep products and systems are aimed to support multiple learning venues and strategies, including in-class and distance instruction, mediated and self-directed learning.

Another link that is currently accessed through Cyberstep is called English For All which, according to coordinator, Hugo Pedroza, is "a student based learning center, specifically for the development of English Language Skills." Here, educators will find course outlines with SCANS competencies, specific modules, scripts from video lessons, and other activities. Videos are currently being produced and will be available in a few months. These are intended ►►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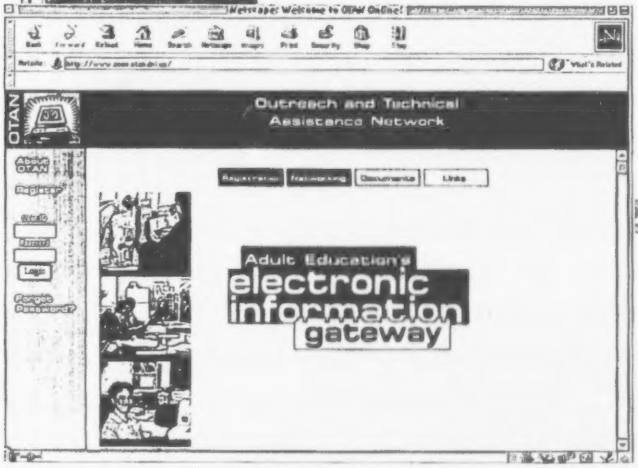
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> "All of that technology that has been "out there" for so many years, will now be put at the teacher's fingertips, literally."

◄◄ for Web TV or for viewing in an individual classroom broadcast.

Pedroza views his project as a parallel site to the others offering even more Teacher Resources. "English For All is our contribution from the Los Angeles Unified School District, Division of Adult Career Education and the L.A. Technology Center. We're under contract to Sacramento to produce materials at a beginning intermediate ESL level. All the products of Cyberstep and all the sites have been cross-linked in a Hyper-Friendly manner so that the student and teacher can benefit.

"Since LAUSD has the largest enrollment of non- and limited-English speaking students in the country, and because of the lack of affordable, quality commercial products for ESL students," said Pedroza, " [the District] is also one of the largest developers of non-commercial instructional course materials for teaching ESL including print, video and multimedia products."

Currently when you log on at www.cyberstep.org/efa/ teachers and students are able to make selections in either Spanish or English. There are, within that, two more major selection buttons. One is for Students and the other is for Teachers where you will find information on the educational aspects of English for All.

The English for All site is a revolutionary concept in Distance Learning. Students will be able to access the lessons over the Internet, on a CD-ROM in a school or library computer laboratory, or on video cassette.

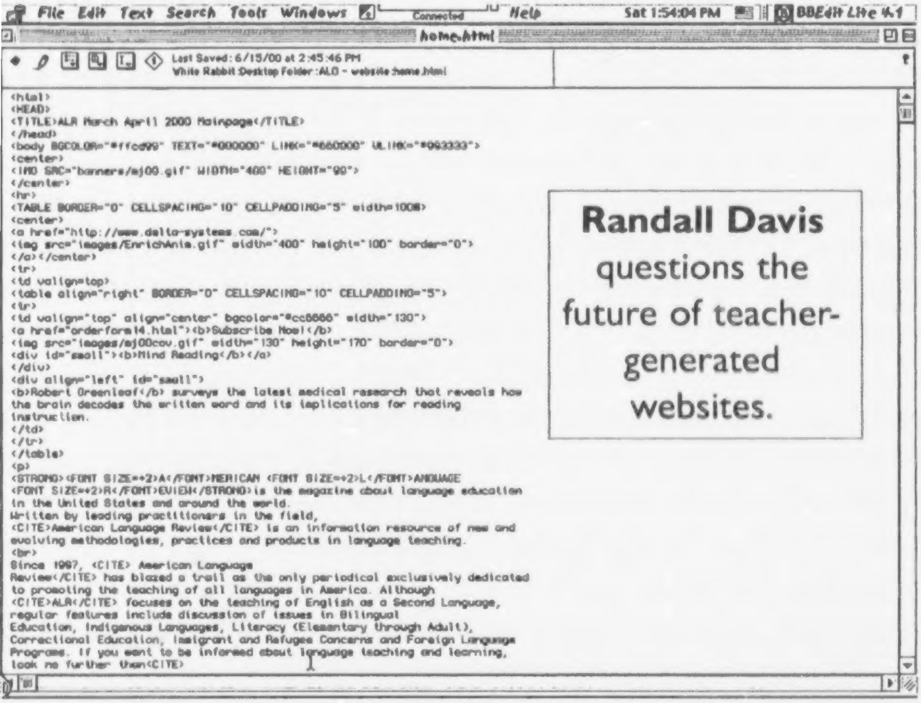
The links provide access to information about the course, the production of the video series, and the associated learning activities.

English for All is only one aspect of the Cyberstep project vision. By the time that this article is printed, the Authoring Shell for teachers to create their own language lessons via the Internet will also be available.

All of that technology that has been "out there" for so many years, will now be put at the teacher's fingertips, literally. Through your keyboard and mouse you will be able to create language lessons (including voice), which will be usable in your own classroom regardless of the medium your students are restricted to. If you have computers...great! But, if the highest level of technology available to your students is a copying machine, then you will find help as well. Supplemental and core materials, with print, audio and even video support are all just a mouse click away.

Gordon Rich is an education freelance writer, a regular contributor to *ALR*, and the Academic Curriculum Coordinator for the Hacienda La Puente U.S.D., CED.

Teachers as Webpage Developers: A Dying Breed?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Randall Davis questions the future of teacher-generated websites.

During TESOL 2000 earlier this year, educators from around the world gathered in Vancouver, Canada, both to share and acquire information on a wide range of topics including the expansion and development of web-based materials. I was very fortunate to share the stage with some of the earliest developers of online educational materials in a colloquium entitled, "Six Pioneers' Perspectives on Developing Successful Online Materials." My five internationally-recognized colleagues included Elaine Hoter (Talpiot College of Education, Tel Aviv, Israel), Charles Kelly (Aichi Institute of Technology, Toyota, Japan), Dennis Oliver (Arizona State University, Tempe, Arizona), Dave Sperling (California State University, Northridge, California), and Ruth Vilmi (Helsinki University of Technology, Espoo, Finland).

During our colloquium, each presenter reflected on his or her develop- ►►

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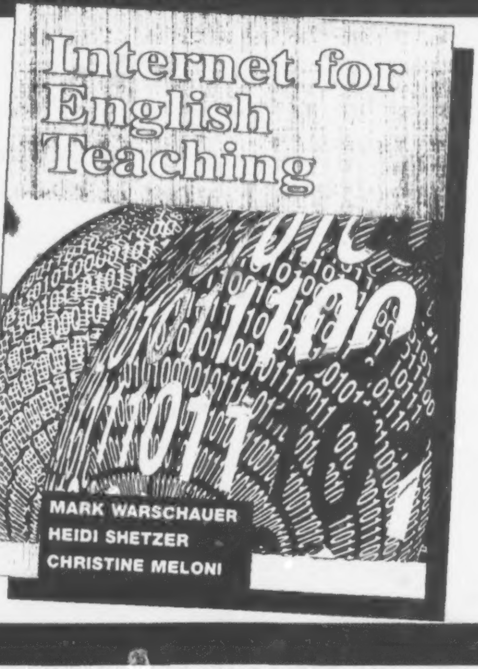

ment of online materials, including the rationale behind it (see online handout, http://www.aitech.ac.jp/~ckelly/esl/tesol2000/). We also shared examples of our experiences reflecting back on what has and what has not worked out for us. Hoter spoke on her model of training ESL/EFL teachers on how to integrate the Internet. Kelly discussed how teachers can create user-friendly webpages by focusing on the basics. Sperling explained the evolution of his site, Dave's ESL Cafe, and Oliver talked about his development of online learning modules. Finally, Vilmi explained the creation of her International Writing Exchange, and I spoke on my online listening lab.

The common thread I think we share is that we are first and foremost language educators who started to dabble in the technology of the Internet out of an interest of promoting new dimensions for learners beyond the traditional classroom environment. A firm footing grounded in the classroom has helped me personally remain sensitive to both the pedagogic implications of using technology and the needs of my students. I must recognize, however, the scaffolding that many other educators have established that have served as the impetus for my own work on the Internet.

Evaluation of the Future of Teacher-Generated Pages

During the final minutes of our colloquium, we opened the floor to questions, some of which dealt with the how's and why's of setting up similar sites. One question was of particular interest: What is the future of teacher-generated websites like our own in light of the expansion of commercial sites on the Internet? Since then, I have heard others discuss whether teachers with limited individual resources will be able (a) to keep pace with the development of new technology for creating websites and (b) to find new unexplored areas of resources not previously created online.

Working with Technology

Until recently, it was hard to tell the difference between sites created by professionals and those by . . . well . . . people like me who do it as a hobby. This was basically due to the embryonic nature of the Internet. In terms of technology, things are constantly changing on the Net making way for new interactive means of fostering language learning. Now some question whether or not classroom teachers will be able to continue developing online at pace with new advancements in technology in light of their often busy teaching and administrative schedules. I believe, however, that teachers are known for their innovative spirit, and they adapt well to change.

Without a doubt, teacher-generated pages do and will continue to maintain a mainstream and popular presence in the minds of both fellow educators and students in spite of the commercial rush to capitalize on the growth the Internet. First, the idea that one individual is able to carve a meaningful niche in the area of online materials in his or her free time just for the fun seems to inspire other rising teachers to do the same. People rightly assume that commercial organizations have the ability, expertise, and financial resources to create something big. That is not surprising; but the idea that one single person can rise to the forefront with minimal resources can motivate others to do likewise.

Exploring New Avenues for Online Materials

In addition to experimenting with new technologies, teachers are discovering that the Internet can be the ideal arena for publishing their own materials. Teachers are able to disseminate their ideas more quickly to a wider audience rather than wait years to see their efforts in print. Our ideas and philosophy of education are constantly evolving as our experience expands, and we can adapt our materials to reflect these changes more easily on the Internet than in books. The immediacy of publishing and sharing with other colleagues is what draws some teachers to the Internet. Of course, not long ago, there was relatively little material developed for language learners, so many educators could carve their own niche in cyberspace, but there is still plenty of room for new ideas. Much of the Internet is still static in nature in the form of text-only pages, so possibilities of creating more multisensory pages by combining multimedia content is immense.

Finally, teachers have the special attribute of giving and serving our world communities. So many teachers have no other motive other than to serve our profession, and they will be the ones who create the greatest following in the future. This was apparent as I saw demonstrations by teachers at the Electronic Village at TESOL 2000 of their own web-based projects, and I was very impressed with the kaleidoscope of interactive materials I saw. Indeed, the future looks very bright for teachers in this area.

Randall S. Davis, English Language Institute, University of Utah.

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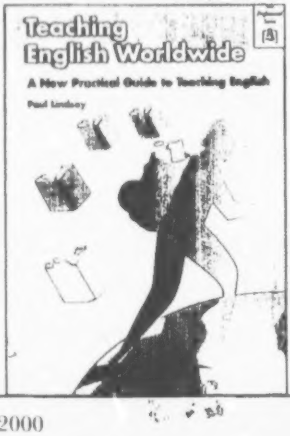
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Spanning Languages Is Major Achievement

Pueblo Gardens Elementary, located in Tucson, Arizona, is one of the most ethnically diverse schools within the Tucson Unified School District. The school's student population is 73 percent Hispanic, 13 percent African American, 8 percent White, 4 percent American Indian, and 2 percent Asian American. An estimated 20 percent of the students attending Pueblo Gardens are homeless or living with relatives in a temporary housing situation, and 35 percent of the students are English Language Learners who speak different languages at home and at school. Ninety-seven percent of the children receive free or reduced-cost lunch.

Faced with low test scores, a high poverty rate, and a language barrier, administrators at Pueblo Gardens were faced with the task of finding a solution that would increase scores in Stanford Testing, improve student achievement in Reading and Mathematics, "extend the school day" into the home, and engage parents in their children's learning. Like many U.S. schools with high populations of English Language Learners, Pueblo Gardens had to address cultural and economic issues in order to find an effective solution for everyone involved.

Each year, more and more students who speak languages other than English populate classrooms in urban, suburban, and rural settings. The number of school-aged children and youth who speak languages other than English at home increased by 68 percent in the past ten years[1]. These students face two main challenges: (1) learning English and (2) mastering content. For many educators, there is increasing pressure to help these students learn English—and learn it quickly.

Lightspan Adventures

Tucson Unified School District administrators were convinced that technology was the key to helping their students succeed, but they found it difficult to find a program that would address the unique needs of their students and effectively raise test scores. "We have tried so many different programs to help raise test scores, but most of them had little or no impact on student achievement," said Carmen Cameree, principal at Pueblo Gardens. "We were determined to find a comprehensive program that complemented the curriculum that our teachers were already using, that excited the students enough to want to do it, that involved parents in the learning process, and that would significantly impact test scores." Pueblo Gardens began using the Lightspan Achieve Now program in September 1998 with its fourth-grade students in their ESL program. To insure a successful implementation of the program, school administrators instituted Lightspan's professional development component to train teachers on how to effectively incorporate the program into their existing curricula.

This curriculum-based program provides instruction in Reading, Language Arts, and Mathematics and is correlated to Arizona state standards. The CD-ROM program runs on the affordable, portable "PlayStation" game console, which allows the school to loan the system to students to use at home. Because the children knew what a PlayStation was and how to use it, they did not feel intimidated by the technology, and they were excited to be able to use the device for learning.

"The implementation of Lightspan's professional development program was the best way to get the buy-in from our teachers and to ensure the success of the program in the long run," said Cameree.

Anna Franco, a fourth-grade teacher at Pueblo Gardens, uses the program in a learning center model and the home-deployment reinforcement model. The former operates in the classroom with the students working in groups of four or five. The groups rotate daily, working on CDs selected by Franco that support the content she teaches for that day.

"The Lightspan program fits perfectly into my daily lessons, and the support materials help me easily and quickly find the appropriate CD for a particular lesson," said Franco. "I can already see an improvement in my students' motivation and their language acquisition. They love Lightspan." Prior to being introduced to the program, the students took a pretest to determine their areas of needed improvement. As the program was implemented during the school year, Franco noticed that the students' attitudes toward schoolwork improved along with their skills development. At the end of the school year, a post test was conducted to determine the students' level of improvement. Fourth-grade students in the program recorded impressive scores in the Reading and Mathematics subtests of the Lightspan progress tests.

On the Reading subtest, the Lightspan group posted an average of 78 percent correct, while the control group recorded 61 ➡

◄◄ percent correct. Seventy-one percent of the program's students achieved mastery level on the Reading subtest, as compared to 24 percent of the control group.

According to Franco, one student in particular was greatly affected by the implementation of the Lightspan Achieve Now program. Jose Estrella, a fourth-grader in Franco's class, comes from a family that speaks Spanish at home. Although Estrella's parents are vested in their child's education, the language barrier between school and home created a challenge to furthering Jose's education.

"Although Jose is an extremely bright child, it was so frustrating for him to try to learn from instruction by his teacher," recalled Jose's mother, Gloria. "Jose wasn't doing well in spelling and felt too embarrassed to ask questions. Because he wasn't actively participating in class, his grades were suffering.

Lightspan Achieve Now
Path Finder

"Now Jose feels empowered because he has the choice of which Lightspan games to play and at what pace he will learn. The games have provided him with an alternative way to learn English, using pictures, words, and pronunciation that traditional instruction in the classroom was not providing," explained Gloria.

Jose's mother especially noticed a change in her son's behavior at home once he began using the program as part of the school's home-deployment implementation. "Whenever Jose has the opportunity to bring the PlayStation home, he never wants to stop playing. He knows that by practicing he is improving his skills and increasing the amount of points he can earn when he plays," said Gloria. "He may not understand that he is learning how to read faster and better, but it is thrilling for me to see him so excited about school when before he was shy and withdrawn."

"As powerful as Lightspan's technology has been as a tool for students and educators, the real power has been in the numerous doors that it has opened for each individual who has encountered its resources—whether student, teacher, parent, or community member," said Franco. Pueblo Gardens plans to expand its implementation of Lightspan Achieve Now into additional classrooms in the coming school year.

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1. Teachers of English to Speakers of Other Languages (TESOL, 1999). Chaz Penedes is a staffwriter for *ALR*.

Managing the Email Project Homepage

Barry Bakin interviews Susan Gaer, Associate Professor of ESL at the Santa Ana College School of Continuing Education in California and developer/manager of the "Email Projects Homepage"

When did you start to incorporate the Internet, World Wide Web and E-mail into your teaching?
I started using Email in 1991 to communicate with the world. In 1995 when the WWW started to exist, I learned how to incorporate web projects into my email projects.

How would you describe your "Email Projects Homepage"?
A compendium of web based projects that students and classes can participate in. Some of the projects include: an international cookbook with recipes written by people from around the world, International Home Remedies, Virtual Visits and a large archive of student stories.

What was the first component of the "Email Projects Homepage"?
The Cookbook project started as a component of the Electronic Schoolhouse on America Online. That was how the page was born.

What is your favorite project on the "Email Projects Homepage"?
I like all the projects. The most popular project is the International Home Remedies Project.

Is there a project that you would recommend for an instructor who would like to start using Email or the Internet in their classroom?
I would recommend different projects as starters for different levels. For low level ESL students, I recommend the food project. Higher levels of ESL might start off with the Home Remedies project. It must start off with the instructor looking at the objectives to decide which project best fits in where.

Has your use of Email and the Internet always been favorably received?
I am very proactive and have convinced various agencies of its value. I do this by enthusiastically using the Internet (even if I use my home connection to send student work) and then showing others the work the students have done. I have never had any problems convincing schools or agencies of the value in using this method.

Do you have any suggestions for ESL teachers who would like to develop their own websites?
Start small and don't try to have a large website. Think of your objectives for having a website and keep it focused. Link to other websites that also do projects and get your project linked from those sites as well.

What other projects are you working on?
I am always in a state of construction. I don't know where the students or field will take me. I am working with video and web based technology training for teachers.

You have started to experiment with tracking student progress by comparing recent written work posted on a website with previously completed work. How does the process work and what are the advantages of web-based evaluation of student language acquisition?
Archiving student work over a period of time is a great way to show accountability and improvement. I try to gather as much work as I can for each student over time and place it on my website. For an example, take a look at the work of Karen Solis. You can see her work from 1998 to 1999 at http://www.otan.dni.us/webfarm/emailproject/beg1/karen.htm and then from 1999 to the present, you can see it at http://www.otan.dni.us/webfarm/emailproject/newspaper.htm (Visit the June 1999 and December 1999 issues).

Any other thoughts?
I think the most important thing about the use of technology is that it is just another tool to use to help students acquire language. When used correctly, it is a very powerful tool that increases student retention and motivation. When used incorrectly, however, it can lead to boredom and inattentiveness.

You can find visit the Email Projects Homepage at http://www.otan.dni.us/webfarm/emailproject/email.htm

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Barry Bakin is an ESL Mentor Teacher at Van Nuys Community Adult School in the Los Angeles Unified School District.

Welcome to Newsbytes, ALR's regular look at what's new in the world of language learning multimedia products and services.

Go Call Launches New Downloadable ESL Instruction Files

GO CALL INC., through its subsidiary Global Indexus Inc., has launched a new e-Commerce Web site that will deliver a full curriculum of ESL instruction via the Internet using MP3 downloadable files.

Irving Moon, CEO of Go Call, and President of Global Indexus, said, "This completely new method of ESL program delivery is not only very affordable and extremely effective, but it also leverages the emergence of new captioned-enabled portable MP3 players.

"Our customers will truly have the freedom to learn when and where it suits them most while also dramatically improving rates of learning and retention."

The site will allows users for a small fee to download MP3 files to their PCs and then transfer them to their MP3 players. Once downloaded, these captioned audio files will display text simultaneously with the audio play-back, without the need for a PC and without having to log onto the Internet.

Moon said, "Asian consumers have strongly embraced MP3 products and are expected to be very quick to adopt this new technology. More importantly, they have a real need for ESL products to help them become even more competitive in an increasingly English-speaking global market place. These two factors create a strong strategic fit for our new venture."

Earlier this year, Korea President, Kim Dae-Jung, declared that English has become the language of the global business world, and that all Korean government officials should learn perfect English in order to compete in this global arena. To further substantiate the importance of ESL to the Asian market, the Japanese government has mandated that all government officials will have to take TOEIC and TOEFL English standard testing.

SCOLA Adds New Language Channels

SCOLA, the non-profit educational organization that transmits international television broadcasts for educational use via satellite, has added nine new international programs to its lineup. Over the past two months, SCOLA has added programming from Nicaragua, El Salvador, Kyrgyz, Vietnam and Portugal. Other new broadcasts include a weekly current affairs program beamed in from Moscow, an additional news show from Kazakhstan, a documentary from Iceland and a language program from Bulgaria.

Fifty-six countries are now represented on SCOLA's three full-time channels and also available through live video streaming at http://www.scola.org The programming department plans to add Ukraine, Mongolia, Belarus and a Kurdish broadcast to the schedule.

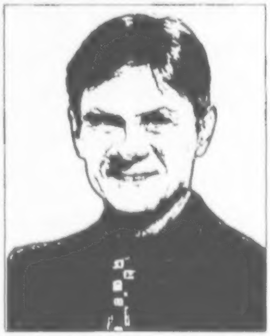
Columbia Develops Online Courses

COLUMBIA UNIVERSITY and Cognitive Arts, a designer and developer of e-learning technology, have signed an agreement to develop courses for Columbia's American Language Program (ALP). The course will be powered by Cognitive Arts learning technology that uses problem-based learning in the context of real life situations.

Frances Boyd, Senior Lecturer at the Columbia ALP and Content Consultant for the series of American Business English online courses, said, "We expect that the ALP/Cognitive Arts partnership will have many benefits. Former ALP students will be able to extend their study, keeping in touch with the language and ideas that they enjoyed while studying on campus. The new online courses will also make it possible for the ALP to reach new groups of learners, especially working people, with specific professional language needs."

The business writing courses for the ALP are already under development. Columbia and Cognitive Arts anticipate that they will be available on a new Columbia Continuing Education Online Web Site later this year.

Leading Online Language Learning Portal Appoints Renowned Linguist



GLOBALENGLISH CORP. has appointed Professor David Nunan (pictured left) senior academic advisor for GlobalEnglish.com, the Web portal for teaching and learning English. A world-renowned linguist, author and scholar, Nunan is the director and chair of applied linguistics at The University of Hong Kong and recently served as president of Teachers of English to Speakers of Other Languages, Inc. (TESOL), the world's largest professional organization for English language teachers.

"David Nunan is widely recognized as one of the most influential and innovative leaders in the fields of English language teaching and research," said Dr. Martin Rice, GlobalEnglish co-founder and vice president of education strategy. "We're honored to have Dr. Nunan involved in the ongoing development of GlobalEnglish.com."

Nunan will collaborate with GlobalEnglish on new initiatives aimed at supporting ESL/EFL (English as Second or Foreign Language) educators worldwide. "It is vitally important that teachers see GlobalEnglish as a partner in providing pedagogical experiences for their learners," said Nunan. A key area of focus for Nunan will be building professional development programs for instructors that will help them incorporate GlobalEnglish.com into their own teaching.

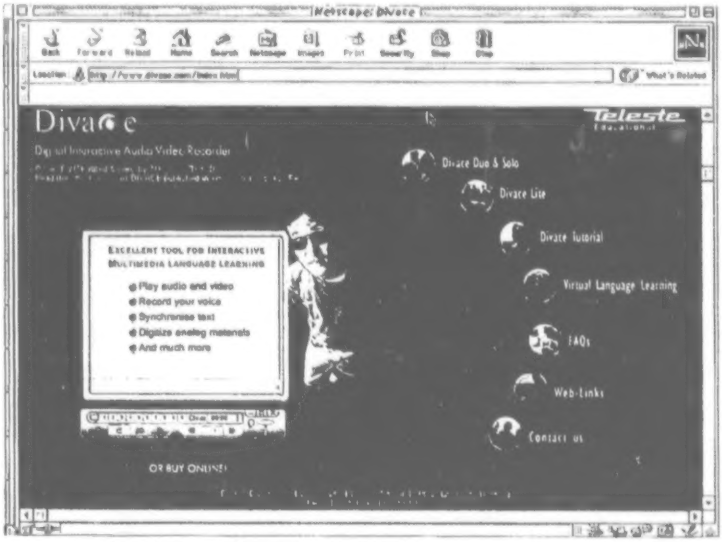
"Technology—driven by the Internet—is transforming the way we teach and learn English," said Nunan. "I'm excited by the many opportunities technology can provide to both teachers and learners of English, and I look forward to collaborating with GlobalEnglish, a pioneer and leader in the field, to make these opportunities accessible to everyone, everywhere."

Divace: Not Your Everyday Media Player-Recorder

DIVACE is not your everyday media player-recorder, for it has pedagogical "smarts" that all language teachers and learners can appreciate. One of the most compelling features for faculty in our interdisciplinary project was its easily controlled bookmark function. For an audio passage, teachers can set a maximum of 10 starting points, allowing students to find clips appropriate to homework assignments without wasting time. Similarly, students themselves can also set a maximum of 10 bookmarks per clip for temporary use during their session and save them to a personal file.

The other high-priority feature group, to which faculty as well as student assistants gravitated early in the initial training and implementation stages, is the row of nine function buttons: play, pause, stop, rewind, fast forward, speak/record, recap and repeat.

Resembling a VCR control panel, these buttons' labels and pictograms are relatively self-explanatory. However, three are somewhat special. One of them contains a button that switches its label from "Speak" to "Record", depending upon whether users are either recording their own speech or audio from another source to a separate file, such as from an audio CD to the computer's hard drive. Another button, "Recap", automatically searches back to the last pause, allowing users to easily repeat the last phrase; no previous programming by student or teacher is required. And by using the pointed, tab-like time markers on the *Divace* interface, an ad hoc review segment can be created and repeated as many times as desired. Our first students tried this feature often to better understand what seemed like interminable or rapid phrases in audio materials at beginning and intermediate levels. Additional functions, mostly of interest to teachers, such as associating a Web site (URL) with a lesson, clearing preprogrammed bookmarks, setting the type of server for lessons one wishes to deliver via the web, text-to-audio/video synchronization, and security protocols appear on the pulldown main menu. They are viewed by clicking on the highlighted "e" in *Divace*. Synchronization constitutes the principal authoring feature. Within minutes, faculty was using it to associate text with audio and video segments; thus creating captions and subtitles. One can also segment and edit audio portions by typing in the start and end times. *Divace* recognizes strong punctuation like periods, question and exclamation marks, colons and semi-colons and will automatically segment textual passages which can be audio and video transcripts, short stories, newspaper articles, taken from the Internet or even an entire novel. To synchronize the textual passages thus created, users need only click the mouse immediately after they have heard the final sound in each displayed phrase.



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An additional feature, "AACC" (Audio Active Comparative Corrective), allows teachers to set one of three pedagogical sequences for any audio portion. While there is no comparison made by the software itself, such as through speech recognition, each type of sequence prompts students to listen to, the practice or answer audio prompts two to three times. Recordings can be stored centrally and even transferred to audiotape for faculty to take home and evaluate.

Caveats regarding this product are few. While *Divace*'s user manual lists 23 PC and Macintosh encoding formats it supports, we could not use one set of Macintosh-based audio files on the native Windows platform, although the manual lists them as being in a readable file format. The only other platform issue we encountered is that the current version of *Divace* cannot be run under NT4x because of the latter's lack of DirectX support. However, the earlier version of *Divace* is still available and does work under NT, and the vendor states that the current one is fully compatible with Windows 2000.

Teleste Educational's Divace is distributed by Tandberg Educational, Inc., (www.tandberg-us.com) and comes in several versions. *Divace Lite* can be downloaded free from the web (www. divace.com) for a 30-day evaluation as of writing. For the independent user, *Divace Solo*, the higher-priced version may be more appropriate with its many learner and teacher orientated functions. Certain features and configurations may dictate a particular version or hardware add-on, so potential users should be sure to check the best match. The attractive and easily understood *Divace* interface, a small window, represents a natural digital development from the pioneering DOS-based *VoiceCart* products created in the 1990s by Tandberg Education (Browster, NY, and Skedsmokoset, Norway). Importantly, Teleste has integrated the seamless use of video under a *Windows* interface, and *Divace* contains encoding software allowing for the painless digitization of both audio and video (creating .avi files), assuming the user has a sound card and video capture card, respectively. Tandberg's high-quality installation, technical support and training time policies also do much to recommend this product. We have also used *Divace* successfully on *iMacs* and *G3 PowerBooks* with at least 64 MB RAM and running the Connectix *Virtual PC* emulation software with *Windows 98*. *Divace*'s user manual, 38 pages plus glossary, has clear and illustrated explanations for references as well as self-propelled early adopters. Overall, *Divace* is clearly a welcome product for both language learners and instructors.

Dr. Joel Goldfield is Director of Culpeper Language Resources Center and Associate Professor of Modern Languages and Literature at Fairfield University, Fairfield, Connecticut. He is co-principal investigator in the International Studies/Language Technology Initiative funded by the Rockerfeller Brothers Fund

ASL Dictionary Is Useful Tool

The American Sign Language Dictionary on CD ROM
Martin L.A. Sternberg
$29.95, m-2k.

THIS INTERACTIVE dictionary created for he purpose of learning American Sign Language presents itself with five sections of interactivity: Fingerspelling, Dictionary, Skills, ASL Overview and Tour. It is an excellent resource for teacher of the deaf and hard of hearing, oral adults or hard of hearing adults wanting to learn sign language, parents of Deaf children, and interpreting training students.

But program utilization with English as a second language (ESL) learners would be difficult on several levels. The program itself is not "user friendly". Installation was difficult and complex and no installation manual was provided, although a customer support website was listed on the CD. This assumes access to the Internet as well as computer experience and knowledge. We also experienced difficulty with what seemed to be a conflict with the newer version of Quicktime and the movie player provided on the CD. Some PC systems would freeze up unless the movie player was un-installed, and then the video would not play. There are no directions on the use of the program as a whole. Program content was text intensive. In our experience when a Deaf learner is presented with text intensive materials they tend to disregard he content and depth of meaning. While each section of the program is loading a piece of deaf trivia is displayed, this is a very nice feature. Trivia is displayed quickly and was not always readable in full.

The Dictionary section of the program uses complex descriptive language. The ine drawings and video do support the anguage. The section on fingerspelling acks the live video and includes extensive ine drawings. The ability to print words in he fingerspelled form is fun, but because of the importance of fingerspelling in ASL his section lacks the interactivity needed or sufficient practice.

The Skills section provided substantial practice and signs comprehension testing. The format choices are varied and flexible n the skill sets. The introductory section was a little confusing. There were no directions on what to do or where to click. This may be difficult for some learners who do not have confidence in using a computer. The Summary would optimally calculate a core in addition to a list of the right and vrong answers.

The ASL Overview section was the best part of the program. Here you can find a vealth of information on resources. An xcellent list ranging from services to devices to organizations is easily accessible. This part is very nicely done. The history section provides a wonderful timeline and brief explanation of the history of deaf education. The *ASL Dictionary* is a good resource for teachers (of the deaf and hearing learners), oral or hard of hearing adults wanting to learn ASL, Interpreters in the interpreter training programs, parents of deaf children or others curious about sign language. A deaf instructor reviewing the program commented, "Most native Sign Language users would not use the program for themselves and ESL students would have difficulty with the language".

Marilyn Dodge, Adult Eduation Manager for Communication Service for the Deaf (CSD) of Minnesota, and Julie Al-Rai, Deaf Adult Basic Education Teacher/Curriculum writer.

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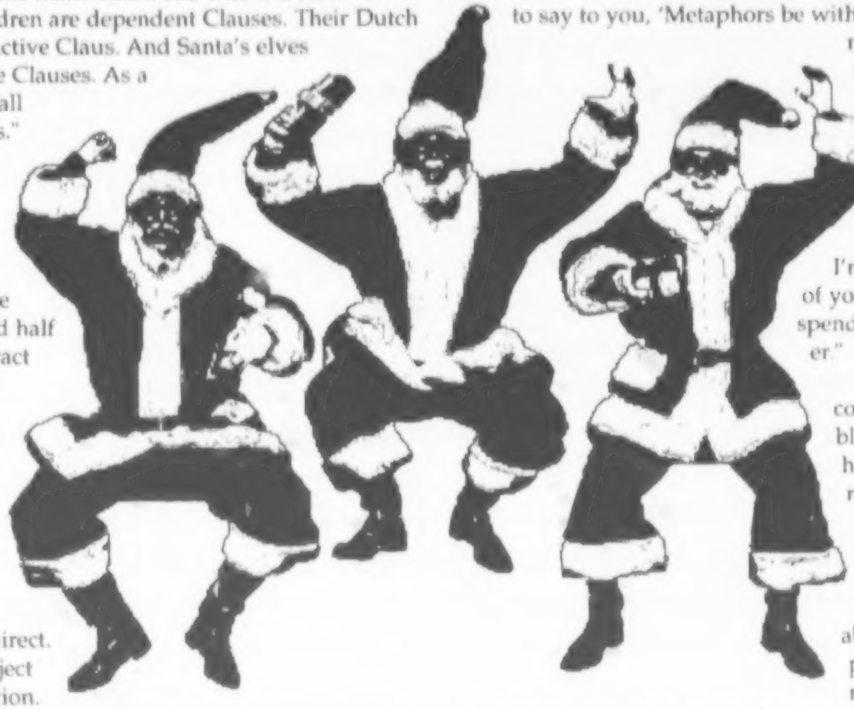
A consonant walks into a bar and sits down next to a vowelly girl. "Hi!" he says. "I'll alphabet that you've never been here before." "Of cursive I have," she replies. "I come here, like, all the time. For me, it's parse for the course."

The consonant remains stationery, enveloped by the vowelly girl's letter-perfect charm. His initial reaction is so pronounced that he tries to make small talk: "Here's a cute joke" he states declaratively. "Up at the North Pole, St. Nicholas is the main Claus. His wife is a relative Claus. His children are dependent Clauses. Their Dutch uncle is a restrictive Claus. And Santa's elves are subordinate Clauses. As a group, they're all renoun Clauses."



Then he lays on some more dashes of humor: "Have you heard about the fellow who had half his digestive tract removed? He walked around with a semi-colon."

"Are you like prepositioning me?" asks the vowelly girl.

"I won't be indirect. You are the object of my preposition. Your beauty phrase my nerves. Won't you come up to my place for a coordinating conjunction?"

"I don't want to be diacritical of you, but you're like, such a boldfaced character!" replies the vowelly girl. "Like do I have to spell it out to you, or are you just plain comma-tose? You're not my type, if you get my point, so get off my case!"

Despite his past perfect, he is, at present, tense. Feeling a lot of stress, he worries he's going to bee [sic]. "Puhleeze, gag me with a spoonerism!" she objects, deleting an expletive. "As my Grammar and other correlatives used to say, your mind is in the guttural. I resent your umlautish behavior. You should know what the wages of syntax are. I absolutely decline to conjugate with you fer sure!"

"You get high quotation marks for that one," he smiles, "even if I think you're being rather subjunctive and moody about all this. I so admire your figure of speech that I would like to predicate my life on yours." So he gets himself into an indicative mood and says, "It would be appreciated by me if you would be married to me."

"Are you being passive aggressive?" she asks interrogatively.

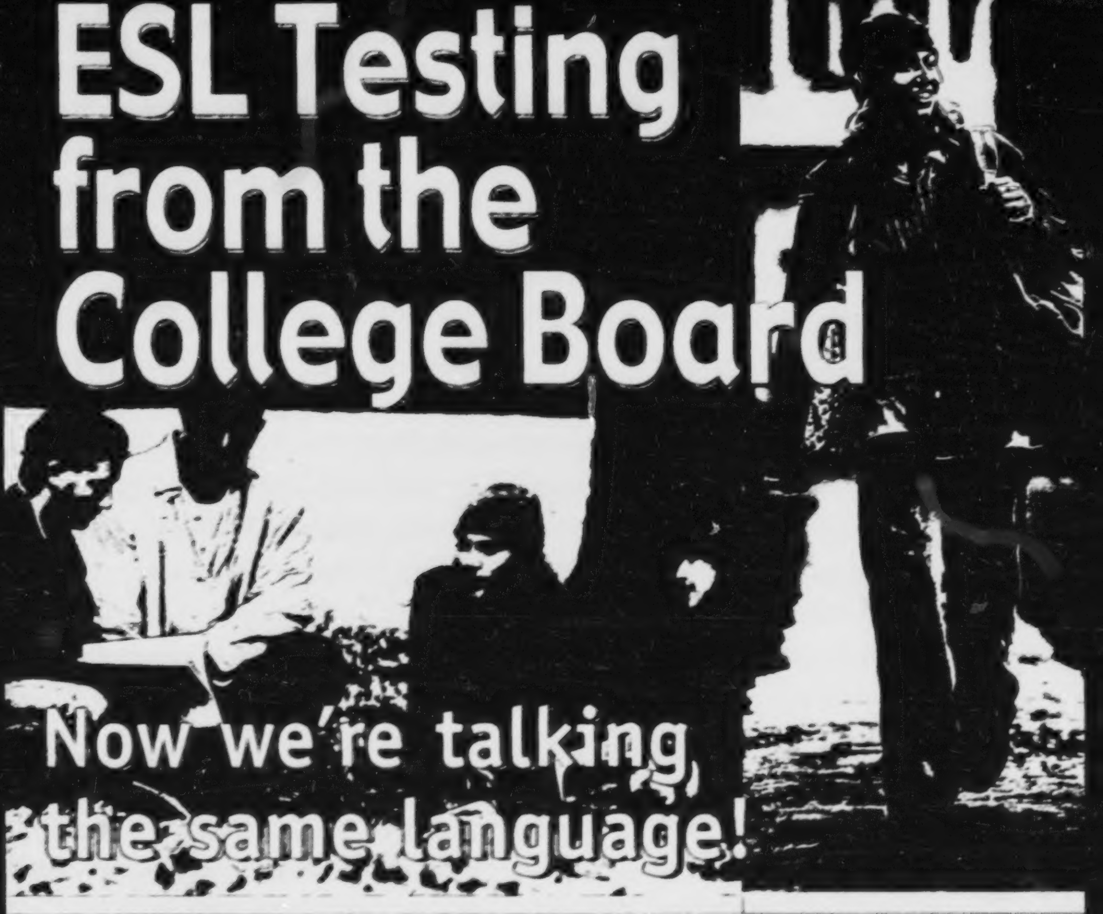
"No, I'm speaking in the active voice. Please don't have a vowel movement about this. I simile want to say to you, 'Metaphors be with you!' I would never want to change you and become a misplaced modifier. It's imperative that you understand that I'm very, very font of you and want us to spend infinitive together."

"That's quite a complement," she blushes—and gives him appositive response.

At the ceremonies they exchange wedding vowels about the compound subject of marriage. Finally, they say, "I do," which is actually the longest and most complex of sentences—a run-on sentence, actually—one that we all hope won't turn out to be a sentence fragment.

Then the minister diagrams that sentence and says, "I now pronouns you consonant and vowel." They kiss each other on the ellipsis and whisper to each other, "I love you, noun forever."

Throughout their marriage, they avoid yeast inflections, their structure is perfectly parallel and their verbs never disagree with their subjects. After many a linking verve, comma splice and interjection, they conceive the perfect parent thesis. Then come some missing periods and powerful contractions, and into the world is born their beautiful little boy. They know it is a boy because of its dangling participle. - **Richard Lederer**



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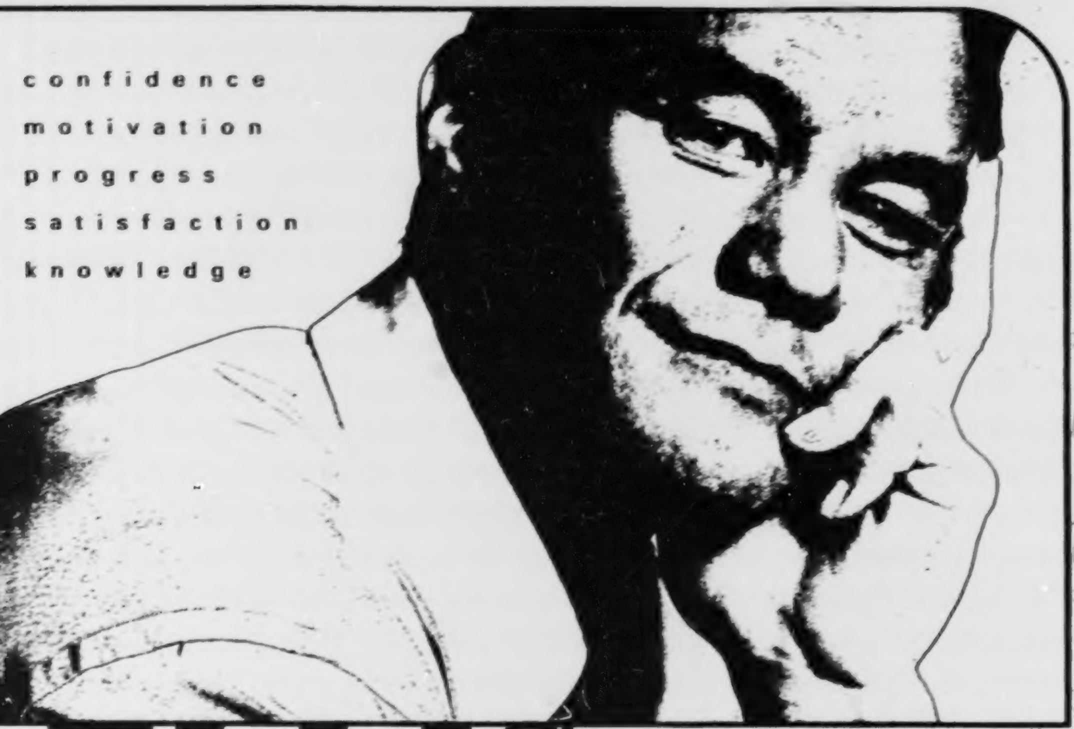

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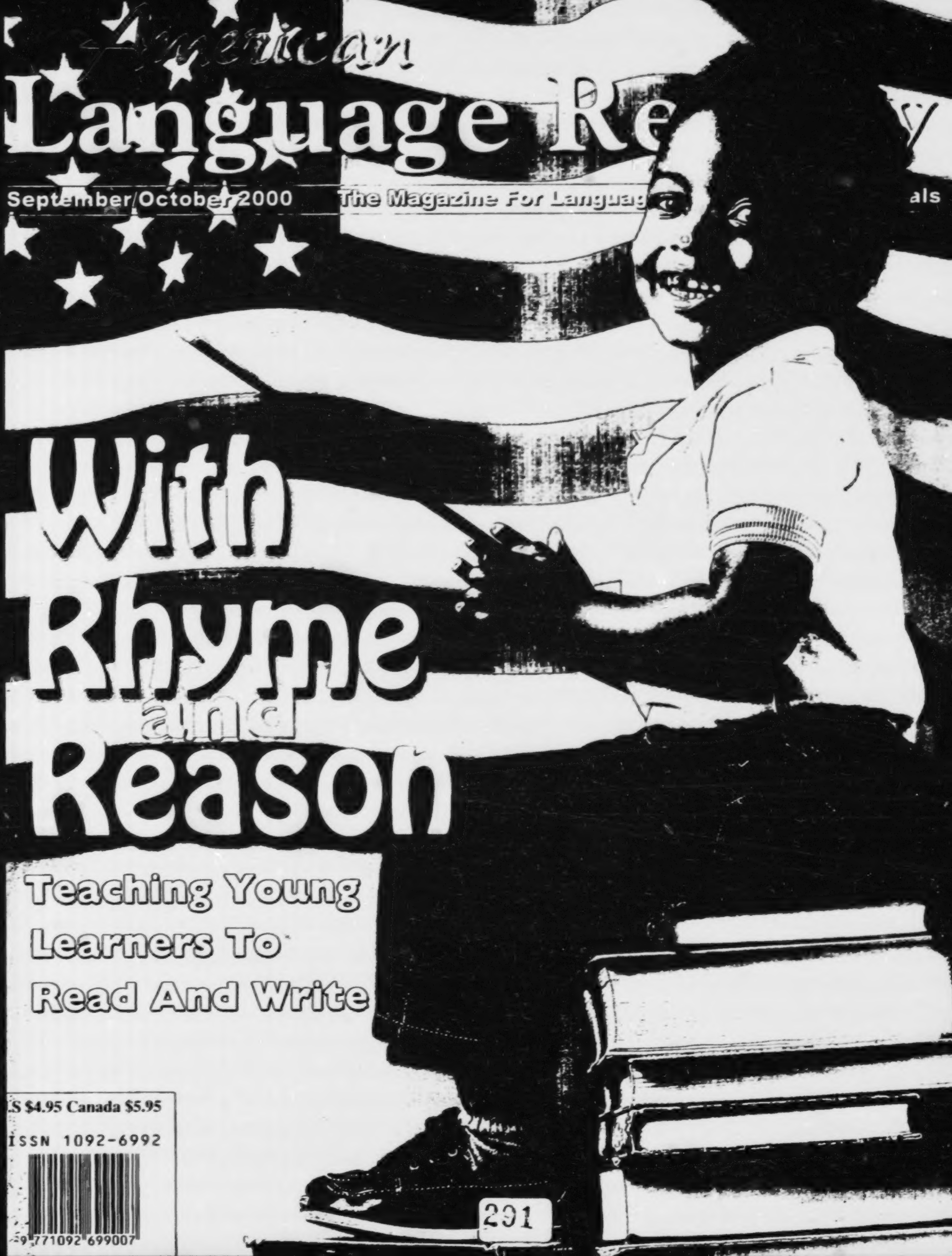

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ON THE COVER: English language learners are a fast-growing segment of the elementary school population. **PICTURE:** © Lee White/CORBIS

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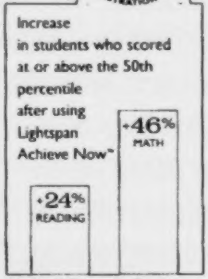

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Why Language Is Important

A RECENT report in the *London Times* newspaper highlights the importance of effective language teaching with lessons for us here on this side of the Atlantic.

The British authorities, following a trend set in the U.S., have taken to alerting neighborhoods when a convicted child molester moves into the area. This has resulted in violent protests and rioting in towns across the country. In one unfortunate incident, a doctor in pediatric medicine was forced to flee from her home in Wales after neighbors daubed the word "paedo" (British spelling of "pedo") over the walls of her house in the belief, think local police, that she was a professional pedophile.

Both the words "pediatrician" and "pedophile" derive from the Greek work for a child. There is, however, a big difference between a person who devotes his or her life to the care of children and a person who is sexually attracted to them. Should the thugs who forced this doctor and caregiver out of her home through their presumed ignorance of this major distinction be expected to know the difference? Yes, after all, many people will, at some time or another, visit a pediatrician and confusing a medical specialist with a child molester could have serious consequences.

In the United States, a Washington bureaucrat lost his job after he used the word "niggardly" (which means "stingy") in a report. This word derives from "nig," an old English word for a miser and has nothing to do with the racial epithet that comes from the Latin word for black.

As language educators, it is our job to enhance the vocabulary and language skills of our pupils. Encouraging self-expression is a wonderful thing, but, if a language learner cannot effectively communicate with others, then that self-expression is a terrible waste. Part of the rationale behind the "back to basics" movement that is sweeping the world of literacy education is the recognition that, without lessons in structured language, children cannot grow up to be effective communicators and their lives will be less enriched because of this lack of linguistic abilities.

It is important for young language learners to express themselves through means of dialogue journals, essays, short stories, and letters. It is also important that teachers check what the students have written and respond by correcting mistakes where appropriate. The ability to spell words is vital; spell-checkers are marvelous tools but even they are fallible.

The writer of the *Times* article indicates that we may be suffering from a guilt complex about the overwhelming success of the English language around the world that has made us too "ashamed" to learn it properly. I think most of us would agree with the writer when she concludes, "without language we cannot communicate; without communication we cannot understand and without understanding we cannot survive. Language is the most essential of all the skills of modern life and our civilization will not progress until we master it."

Ben Ward, Editor

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Unz Credit Is Undeserved

I have been reading the various news articles about the results of California's Prop 227 and I am very disappointed in the gullibility of journalists giving Ron Unz the credibility that he has been and is getting in the media. The English-Immersion claims by Ron Unz are very unscientific.

In the various comparisons that are made between Bilingual Education and English-Only it is absolutely essential that the comparison be done in a valid scientific manner. The tools to do these kinds of comparisons have been known in the statistical field for decades.

Unfortunately, most of the public and, I would say, most journalists have no or very little understanding of statistics and controlled scientific study methods. If they did, they would realize the kinds of unscientific games that Unz is playing with test scores.

Since about 1997, Ron Unz, the author of Proposition 227, has been claiming that the English-Only method is better than the Bilingual Education approach for teaching Limited English Proficient (LEP) students.

For some reason or other, many of the journalists listening to Unz have been "bewitched" by the flashy data portrayals distributed by Ron Unz. Many journalists seem to believe Ron Unz over and above the experts in the field of Second Language Acquisition.

It's all right for Ron Unz to have his own opinion. But with all due respect, since he is a non-expert and either uninformed or unwilling to use scientific comparison methodology, I really believe parents, journalists, educators, and voters should not be giving Ron Unz' opinion the weight that he has been getting from the media. Ron Unz is a bright person, but he refuses to approach the issue in a scientific manner. Ron is capable of learning and using scientific methods to draw conclusions about this issue. But, for whatever reason, he has chosen to take the political approach instead of the scientific approach.

The main point here is that, Ron Unz (and other non-experts) have been comparing Bilingual vs. English-Immersion test scores in improper ways -- in unscientific ways. Unz has been doing the comparisons based on intuitive observations and not by controlled scientific studies. I am truly amazed that the issue of whether Bilingual Education works better than the English-Only approach has been taken out of the scientific arena and into the political arena.

Sincerely,
Dr. Michael O. Peralta,
Tucson, Arizona

NC Salaries $25,000

The North Carolina teacher salary you published in the May/June 2000 issue of *American Language Review* (News p. 11) is incorrect. The 2000-2001 salary is $25,000.

Sincerely,
Jane S. Cowan
English as a Second Language Consultant
North Carolina Department of Public Instruction
Raleigh, North Carolina

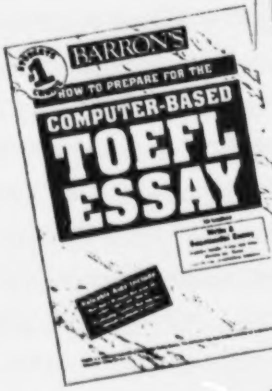
Alaskan Warmth

Kudos to you and your team for producing such a valuable resource! I always have a stack of issues of *ALR* in my office, which I use to advise my students who are new to teaching ESL. I appreciate the diversity of the topics you cover. Keep up the good work!

Sincerely
Anne Kellerman
Fairbanks, Alaska

Lin Lougheed thinks his new book is great, but don't take his word for it.

Easy to Understand & Excellent Guidance in Writting essay



I liked this book very much because it has guided how to take step by step approach in writting essay. It tells us how to manage time & how to develope topic. Even there are sample essays for all topics of TOEFL. Punctuation rules were usefull for me. Identifying whether topic of essay is of type "agreeing or disagreeing" or "stating a preference" helped me lot. Although this is the only book in market on "Computer based toefl essay", it has everything we need to write in TOEFL.

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Two More US States Attempt To Adopt English As Official Language

TWO US STATES will make bids to become the 26th and 27th states to make English their official language in November. Utah and Oklahoma have already attained the necessary signatures to put the initiative to a statewide vote.

In Utah, Initiative A has caused an uproar with Governor Mike Leavitt who opposes the vote very strongly. He says, "English is already official, therefore we don't need to make it official. I believe this is incredibly shortsighted," he continues, "Utah has a growing immigrant population, which creates a critical decision for Utah. Will Utah slow down the assimilation of immigrants by creating a government that operates in foreign languages, or will it do everything possible to teach immigrants English and help them become part of their new country."

Although the organization US English, founded by the late Senator S.I. Hayakawa in 1983 to help promote and preserve English as the official Language, finds this highly shortsighted.

They say they aren't out to eliminate foreign languages altogether, but they want a country, according to Tim Schultz, Director of Communications at US English, "where a Japanese, Korean, Guatemalan who speaks only their own language can communicate with each other in one room if they know the English language."

Also, his organization feels Proposition 227, which passed in California, helps dispel Governor Leavitt's notion that "you can't teach somebody English without understanding Spanish and speaking to them in their own language." Studies show the success Proposition 227 has brought the State of California. Children now learn the language in nine months instead of taking five to seven years. Schultz believes unless something drastic happens both states will pass the initiative easily.

The last state to make English its official language was Alaska in 1998.

The ACLU of Utah and Oklahoma were unavailable for comment. - Chung Han.

Egyptians Take To ESP

SANTA CRUZ, California—This past July, the University of California, Santa Cruz Extension's English Language Institute (ELI) welcomed 25 Egyptian educators in a 20-day global training program at the University Town Center in downtown Santa Cruz.

The goal of the UCSC Extension program was to produce skilled and knowledgeable English for Specific Purposes (ESP) practitioners to train others in the field and develop curricula, methods of testing and syllabi tailored to the Egyptian educational system. With these new tools they will be able to "go back to their own classes and teach their students again," says Program Assistant Sarah Hill.

One participant in the program, Amr Salah said, "By being exposed to the different styles and practices in the ESP training program, I am able to apply these techniques to modify and fit into my own context."

Maha Hosny added, "I've been in the US before in another program, but I'm finding that this time I am able to make use of all the information in the [ESP] program. I have benefited from the whole experience because it has helped my professional development as a teacher."

UCSC Extension's ELI Program Director Susan Miller says, "It is very rewarding to be working with individuals who not only are determined to gain a foundation of what is good teaching, but decide what approaches are best adapted and sustained in their particular learning and cultural environment."

The ESP training program is administered through the Institute of International Education (IIE), American-MidEast Educational and Training Services (AMIDEAST), Integrated English Language Program (IELP II), and the Career Development and Consultation (CDC) Academy in Cairo.

- Chung Han.

Large Percentage Of $15 Million Washington State Grant To Go To Schools With High Numbers of ESL Students

MUCH OF A $15 million grant going to low achieving schools in Washington state is expected to go to schools with significant numbers of students learning English as a second language.

The US Department of Education named Washington State among nine states awarded money to improve reading instruction for children between kindergarten and third-grade in high-poverty schools.

The 'Washington Reads' program starts in January and a full-time reading coach will be assigned for two years to train teachers at each of the 30 schools benefiting from the scheme.

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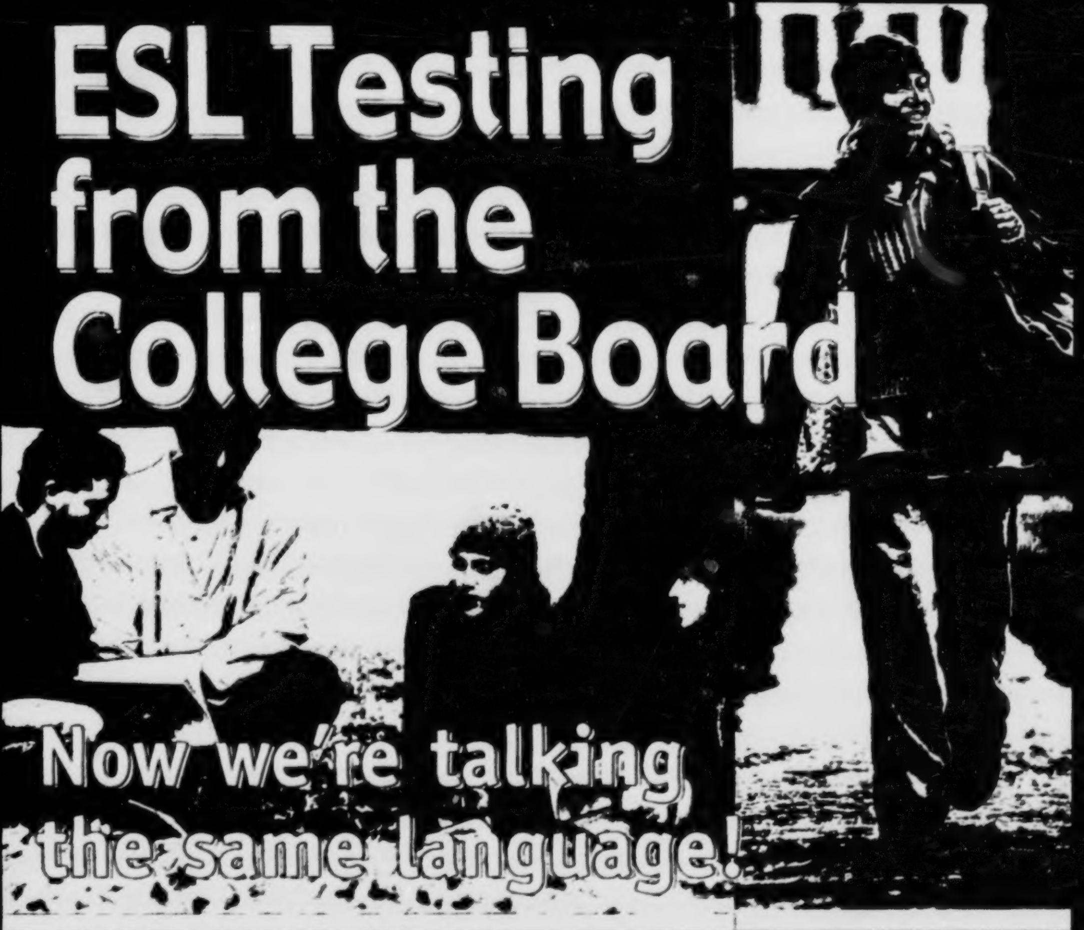
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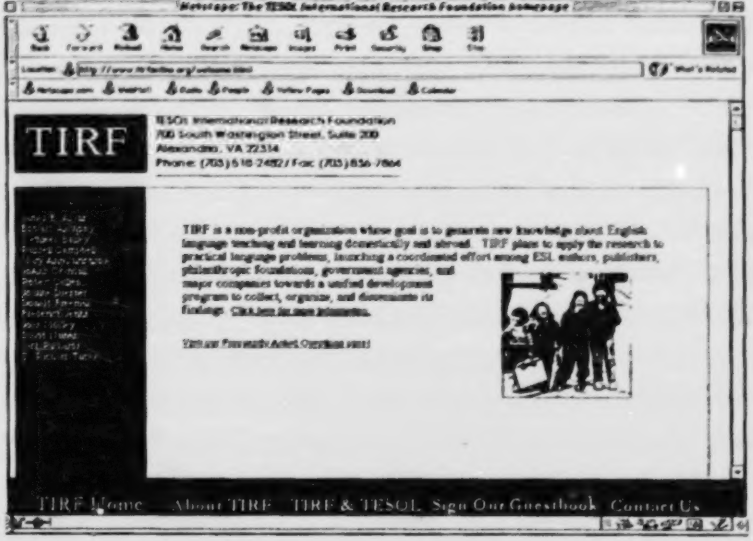
Catching Up With TIRF

JAMES ALATIS WRITES: I very much appreciate the opportunity afforded me by the editor of the *American Language Review*, Ben Ward, to provide an update on the TESOL International Research Foundation (TIRF) since the American Association for Applied Linguistics (AAAL) meeting and the TESOL annual Convention in Vancouver last March. For those who missed my announcements at AAAL and TESOL, let me provide a brief summary of those reports.

TIRF is a non-profit organization whose goal is to generate new knowledge about English language teaching and learning domestically and abroad. TIRF plans to apply the research to practical language problems, launching a coordinated effort among ESL authors, publishers, philanthropic foundations, government agencies, and major companies towards a unified development program to collect, organize, and disseminate its findings. TIRF has four major goals:



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- To implement a research and development program that will generate new knowledge and inform and improve the quality of English language teaching and learning
- To promote the application of research to practical language problems
- To collect, organize, and disseminate information and research on the teaching and learning of language
- To influence the formation and implementation of language education policy.

At this point, TIRF is operating under a contribution of $160,000. TESOL, the professional organization, provided the initial seed money of $110,000. An additional $50,000 contribution was made by a prominent professor and scholar of linguistics from a major Midwestern university. Our most recent donation came in the form of $2000 worth of stock from a distinguished, active, and generous TESOL member. I am happy to report that we have already received the first dividend check resulting from that donation. This augurs well for the ultimate success of the TIRF enterprise and we encourage all language professionals to emulate this generosity and replicate the process.

The TIRF office was established on November 1, 1999 and is headquartered alongside the offices that make up TESOL, the international membership organization.

We have a full-time administrative assistant on the premises of TESOL and a part-time assistant at Georgetown University. We have applied for and received various licenses to conduct business in the area in addition to our 501(c)3 status which allows us to operate as a non-profit and accept tax-deductible donations from the public. We also have established a website, www.tirfonline.org that gives more information about our endeavors, our board of trustees, and a rough outline of our proposed research agenda.

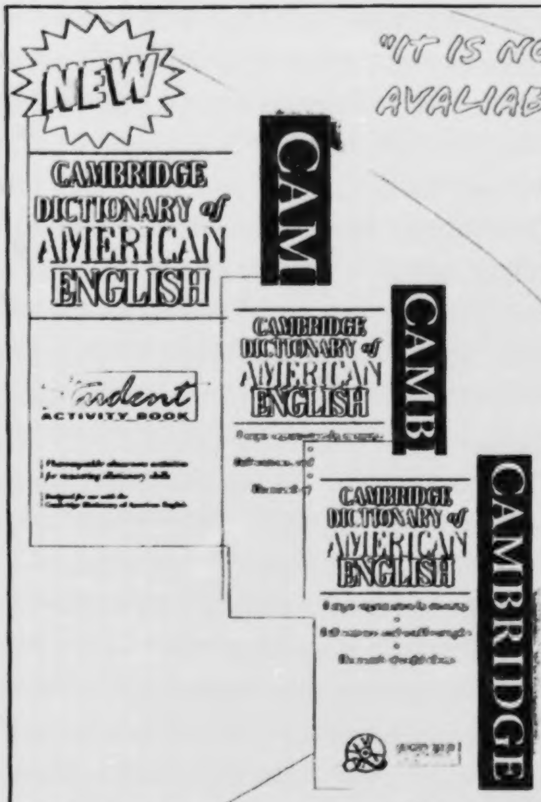
We are interested in hiring a part-time development consultant. We are also carefully considering the recent developments in the TESOL research agenda, (see TESOL Matters, Aug./Sept. 2000). The TIRF board members are currently studying the TESOL Research Agenda, which was approved by the TESOL Board at its board meeting in June. We are carefully cooperating, coordinating, and collaborating with TESOL as it develops its priorities in anticipation of the time when TIRF has achieved its goal of a $12,000,000 endowment.

TESOL, the organization, has always had a very serious academic research interest. One of the very first standing committees was the Research Committee chaired by a prominent university professor. This research tradition has continued throughout the years and is now manifested organizationally through the Research Interest Section which was formed in 1982. The idea for TIRF began in 1996 when TESOL President Joy Reid created an Association Advancement Committee (AAC). The committee, under the leadership of Dr. Russell N. Campbell, studied professional issues in language learning and teaching.

TESOL as a field, however, has never been funded in the way that, for example, the foreign languages or linguistics have been funded. When I say that currently no existing organization or agency—private or public—is uniquely concerned with the quality of English language learning and teaching, I mean that no specific money or legislation, governmental or foundational, has ever been earmarked for TESOL. For example, there has never been any free-standing piece of legislation specifically aimed at TESOL as there has been, for example, for bilingual education or the (other) foreign languages. There has been, of course, some funding for testing through the Ford Foundation when the Test of English as a Foreign Language (TOEFL) was first developed. Good work continues to be done by the TOEFL Committee on Research, and the Educational Testing Service (ETS). The Ford Foundation money has ceased and TOEFL is being administered by ETS. The purpose of our new organization, TIRF, is to provide specialized attention to the area of English as a Second/Foreign language education, giving priority to the development of a coherent program of language learning and teaching, research, and the dissemination of information. Our goal is to ensure that English is learned and assessed in a manner that is efficient, effective, and economical.

We have made a good start, but much research still needs to be done, especially action research involving the teaching and learning of English as a Second or Foreign Language as applied to the language classroom at all levels of instruction. Our purpose is to establish a $12,000,000 endowment, the interest from which will be used to fund invited proposals, after careful peer review. All contributions, suggestions, and support, both moral and financial, will be most gratefully accepted. All contributions to TIRF are tax deductible.

James Alatis, who served as TESOL's executive director from 1966-1987, is the first president of TIRF



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News In Brief...

PRESIDENT CLINTON has asked federal agencies to make themselves more 'user-friendly' to Americans who don't speak English in an effort to break down language barriers.

The August 11 executive order is intended to make it easier for foreign language speaking citizens to gain access to federal programs and services.

"Breaking down these barriers will allow individuals with limited English proficiency to more fully participate in American society," Clinton said in statement issued before the Democratic National Convention in Los Angeles.

The order asks each federal agency to examine the services it provides and to develop and implement a system by which limited English proficient students can access these services "without unduly burdening, the fundamental mission of the agency."

QUEBEC, CANADA: Liberal party leader Jean Charest has denied suggestions his party is trying to make every Quebecer bilingual after declaring Francophone children smart enough to start learning English in Grade 1.

Endorsing a party youth-wing proposal to start early teaching of English as a second language, he said that a Liberal Government would introduce ESL instruction in primary school. Currently, the teaching of English starts in Grade 4.

The resolution states that high school and college students should be allowed to study some of their courses in English.

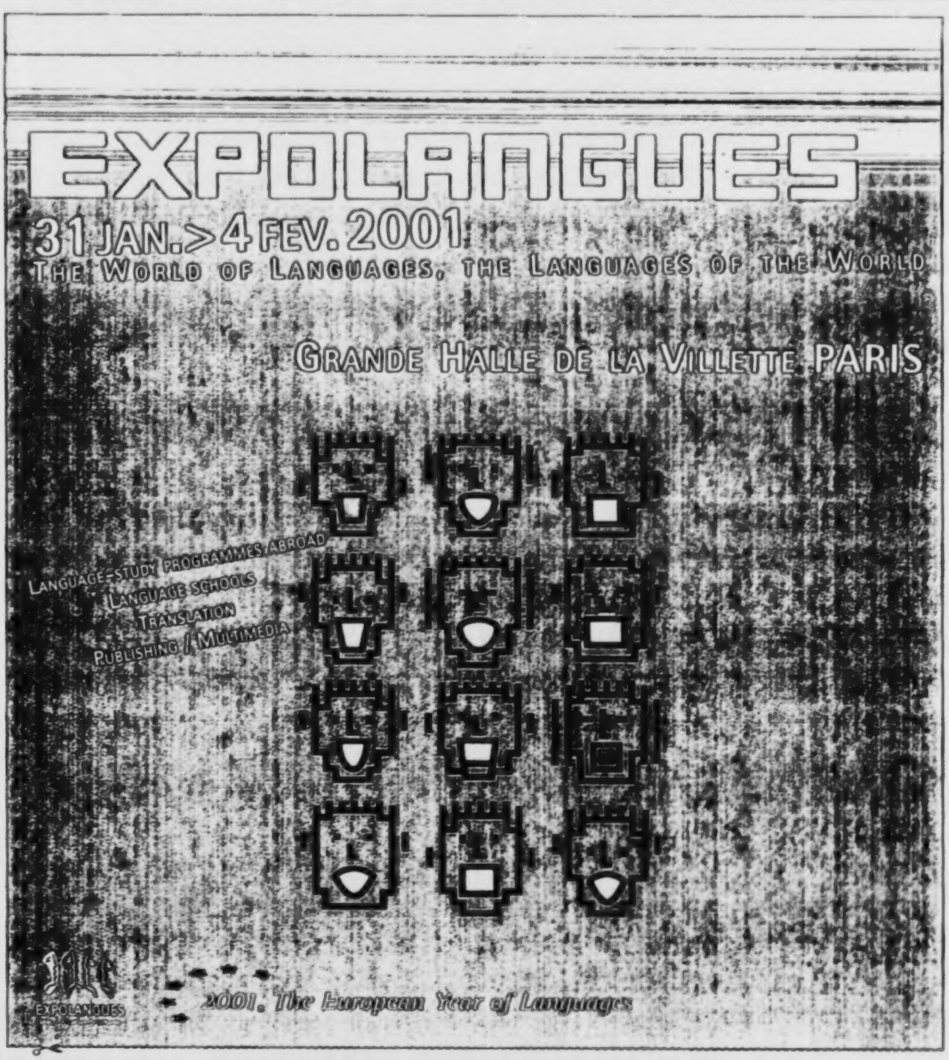
"It appears clear that if we want to succeed in Quebec we should encourage the learning of a second language or even a third language," he said. His party had campaigned during the 1998 election, to have schools teach English to francophones in Grade 1.

Youth-Wing President, Isabelle Merizzi said: "You can learn your second language very well without neglecting your maternal language. You can do both."

HANOVER, GERMANY: A Turkish woman who has lived as a legal immigrant in Germany for 21 years has been refused a heart transplant because her knowledge of German is not good enough.

Fatma Elaldi, 56, was told by hospital officials that her inability to understand German would seriously impair post-operative care. A Cologne hospital also refused Frau Elaldi a transplant, despite her insurance and the need for a new heart to survive beyond the next two years. Her daughter, Bektas, said: "It smacks simply of racism. I speak German and could tell them everything she tells me."

A Turkish-German surgeon has offered to help Frau Eladi get on a waiting list for transplants at a hospital in Munster.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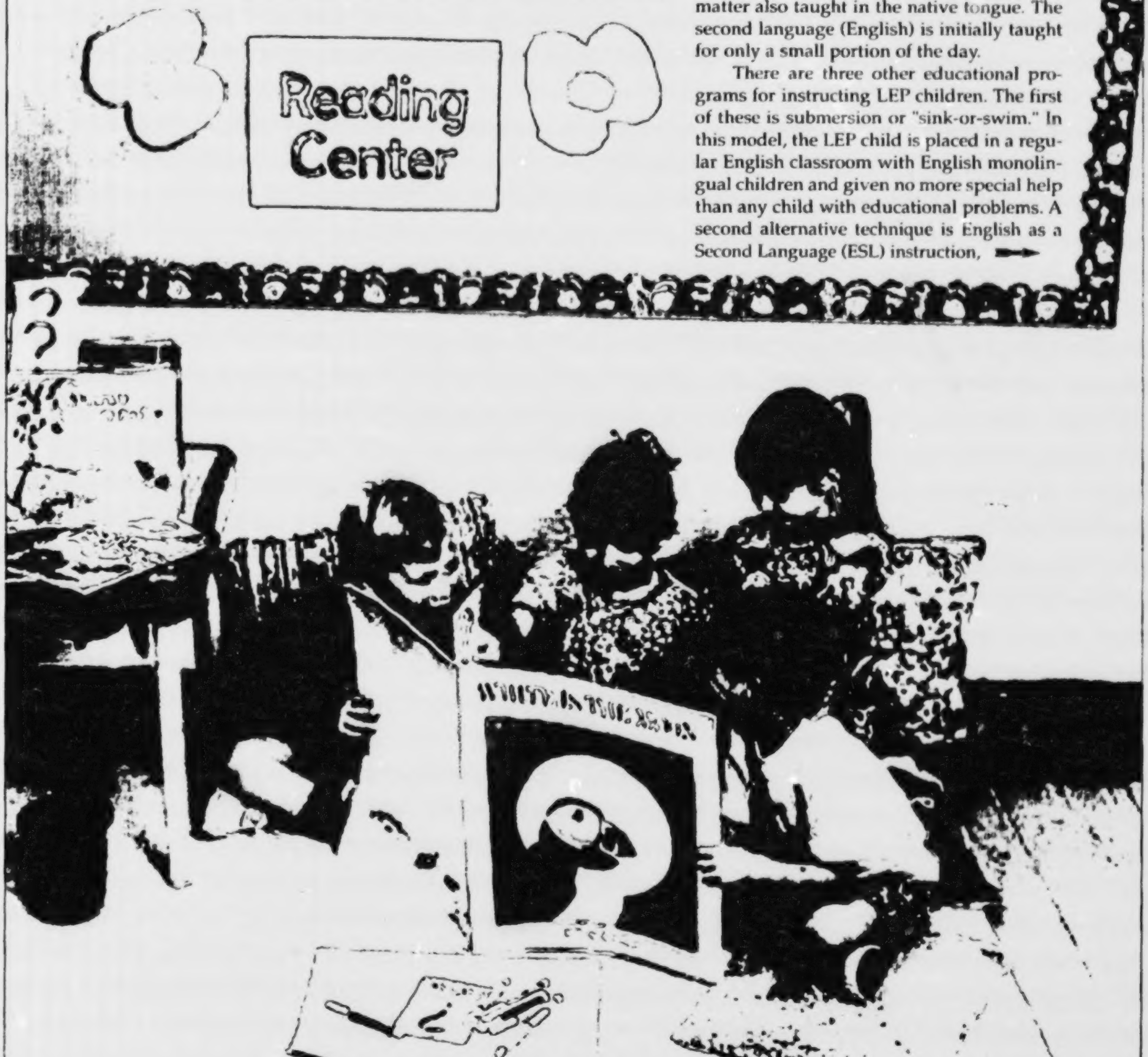
Educating Limited English Proficient Children

Christine Rossell evaluates programs that are used to teach young learners whose first language is not English.

Transitional bilingual education is thought to be the superior method of educating limited English proficient children. In transitional bilingual education, the student is taught to read and write in the native tongue, with subject matter also taught in the native tongue. The second language (English) is initially taught for only a small portion of the day.

There are three other educational programs for instructing LEP children. The first of these is submersion or "sink-or-swim." In this model, the LEP child is placed in a regular English classroom with English monolingual children and given no more special help than any child with educational problems. A second alternative technique is English as a Second Language (ESL) instruction, ➡



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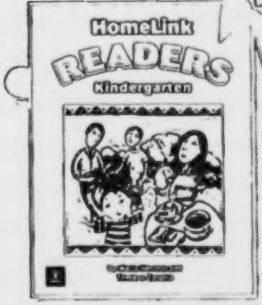
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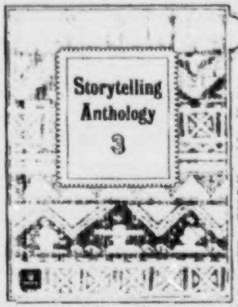
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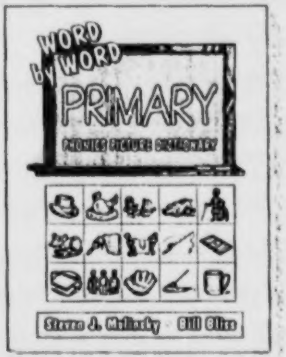
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which consists of regular classroom instruction for most of the day combined with a special pull-out program of English language instruction for one or two periods a day, or in some districts two or three periods a week, and participation in the regular classroom for the rest of the time.

A third alternative instructional technique is structured immersion where instruction is in the language being learned (in this country it is English) in a self-contained classroom of Limited English Proficient (LEP) speakers. The second language used in these programs is always geared to the children's language proficiency at each stage, so that it is comprehensible and the student thus learns the second language and subject matter content simultaneously. This is the program that is required by Proposition 227 in California (unless the parent visits the school and signs a waiver).

The majority of elementary bilingual education school programs have as their goal exiting a student after three years. But these programs also allow students to stay in the program longer than three years if they are judged to be below par in English language skills. Indeed, many Spanish speaking LEP children stay in bilingual programs throughout their elementary school career, but this is less a reflection of the program than it is of unattainable criteria (see Rossell and Baker, 1988; Ramirez, 1991; Rossell, 1992; Rossell, 2000a, 2000b, 2000c, 2000d). Transitional bilingual education is less common once a child reaches the grade where departmentalization occurs (different subjects taught by different teachers) and the typical LEP child enters a regular English program at junior high school. It is quite clear from my classroom visits over the last decade and a half, and from reading evaluation reports, that virtually the only children receiving native tongue instruction in the U.S. according to the theory—learning to read and write in the native tongue and learning subject matter in the native tongue—are Hispanic children. This is because only Hispanic children are likely to have enough students speaking one language to fill a classroom and to have a teacher who is fluent in their native tongue. They also have a Roman alphabet language similar to English, so many skills are transferable from one language to the other. If you can read in Spanish, you can read in English even if you do not understand what you are reading.

This is not true, however, of the non-Roman alphabet languages, which is one of several reasons why even if the program is called "bilingual," it is not taught in the same way as the Spanish bilingual programs—that is, learning to read and write in the native tongue and transitioning to English when native tongue literacy is achieved. The Asian, African, and European students in so-called bilingual education programs learn to read and write in English, exactly the opposite of the theory, and receive little native tongue instruction beyond learning the alphabet and a few words or phrases. Thus, claims for the success of Asians in bilingual education programs tell us nothing about the bilingual education received by the Spanish speakers. Indeed, the Asian and African bilingual education programs are generally closer to what is called structured immersion (that is, instruction in English in a self-contained classroom of LEP students), even though for political, legal, or funding reasons they may be described as "bilingual education." The European bilingual education programs (e.g. Russian, Portuguese, Hebrew, Polish, etc.) stray even further afield from the theory. Many of them are simply regular classroom instruction with ESL pull-out support if needed. This lack of consistency in the treatment only complicates the issue of evaluating and analyzing the effects of bilingual education programs. The research evidence on bilingual education—defined as learning to read and write in the native tongue and transitioning to English when native tongue literacy is achieved—indicates that bilingual education is not a superior form of instruction for LEP children. This conclusion comes from a research review conducted by Keith Baker and I (Rossell and Baker, 1996a; 1996b), updating our earlier reviews of the research on bilingual education—Baker and de Kanter (1981, 1983) and Rossell and Ross (1986). The total number of studies and books we have read on bilingual education now numbers above 500, of which 300 are program evaluations, in the sense that their purpose is to evaluate the effectiveness of transitional bilingual education or some other second language acquisition technique. Research findings of 300 program evaluations, we found 72—about a quarter of the total—to be methodologically acceptable. Methodologically acceptable studies had treatment and control groups of the same ethnicity and ➡

similar language background. Students were assigned to these groups either randomly or matched on factors that influence achievement or these factors were statistically controlled for.

TBE Versus Doing Nothing

When we examined these scientific studies, we found that for second language reading, 22 percent of the studies showed transitional bilingual education to be superior, 33 percent showed it to be inferior, and 45 percent showed it to be no different from submersion—that is, doing nothing. Altogether, 78 percent of the studies showed TBE to be no different from or worse than the supposedly discredited submersion technique.

In a standardized achievement test of language, a test of a student's understanding of grammatical rules, transitional bilingual education does even worse than it does in reading. Seven percent of the studies showed transitional bilingual education to be superior, 64 percent showed it to be inferior, and 29 percent showed it to be no different from submersion—doing nothing. Altogether, 93 percent of the studies showed TBE to be no different from or worse than doing nothing at all.

In math, nine percent of the studies show TBE to be superior, 35 percent show it to be inferior, and 56 percent show it to be no different from TBE. Altogether 91 percent of the studies showed it to be no different or worse than the supposedly discredited submersion technique in developing math proficiency.

TBE v. Structured Immersion

We also found some scientific studies that compared TBE to structured immersion. Most of these studies come from the Canadian immersion programs, which come in several carefully documented types—early immersion (late bilingual); delayed immersion (early bilingual), dual immersion, and so forth. In many cases, we had to "translate" the programs into U.S. terminology. Twelve studies had reading outcomes, one study had language outcomes, and eight studies had math outcomes. No studies showed TBE to be superior to structured immersion in reading, language, or math. In reading, 83 percent of the studies showed TBE to be worse than structured immersion and 17 percent showed no difference. In language, the one study showed no difference. In math, five studies showed no difference and three studies showed TBE to be worse than immersion.

Structured Immersion v. ESL

There were also three studies that compared structured immersion to ESL specifically. These studies all showed structured immersion to be superior to ESL in reading.

Conclusions

The results presented here suggest that the best program for second language learners is "structured immersion", where instruction is in English at a level the students can understand in a self-contained classroom consisting entirely of LEP students. This is the program that is required by Proposition 227 in California. Nevertheless, it cannot be emphasized enough that the research clearly shows, as with all other educational interventions, that the intervention itself is only one of many important factors explaining achievement. Indeed, the most important factors in a child's acquisition of English and

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Choosing The Radical Middle

Charles Glenn examines the issues at stake in schooling language minority students.

Amid all the claims and counterclaims about bilingual education and other approaches to serving language-minority students, many of those working directly in schools and classrooms have arrived at a position that I like to call "the radical middle." Those in the radical middle put their emphasis above all on good teaching that takes into account the special challenges faced by those learning a second language. They are glad to use the home language as a support if there are staff who speak it, and they encourage their students to use both of their languages—talking, reading, writing. They focus on academic progress without letting themselves be diverted into fascinating cultural by-ways, but they show respect for and curiosity about the heritages of their students, and the ways in which families adapt their cultural habits and assumptions to the new circumstances to which they are adapting.

In short, the "radical middle" position is open and pragmatic. It recognizes the almost infinite variety among language-minority students. After all, they differ in all the ways in which majority students differ: in motivation, intelligence, home support, gender, special needs, and so forth. In addition, some language-minority students who are immigrants reach our schools with excellent academic preparation, while others have had no schooling at all. Some don't know a word of English, while others speak it fluently if not always accurately. The first language of some, and its writing system, is related to English, while for others these differ greatly from English. One could go on. Catherine Snow and others have pointed out that there is a continuum of need and of language development which includes, at some point, every student in school and indeed every one of us. Since this is self-evidently true, it would make much more sense to abandon the labeling and educational segregation of some language-minority students on the basis of an arbitrary cut-off point. My study of a dozen nations with large numbers of immigrant children found that only in some American states and in some highly-controversial programs in Sweden is it considered appropriate to educate these children separately from the majority for a number of years (5 to 7 is now often recommended), using a language that is not that of the school for academic instruction. In most industrialized societies, students who do not have oral proficiency in the language of the school are typically

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other subjects are the child's family characteristics, his or her intelligence, the characteristics of his or her classmates, and the intelligence and talent of his or her teacher. For most students, at least in an educational system in which all programs ultimately provide substantial amounts of English, the exact percentage of each language has, on average, explained only a small portion of the variance in achievement.

For any single student, however, there could be serious consequences to having little English instruction. Substantially more studies show a harm to TBE, compared to all-English instruction, than show a benefit and this disparity increases when the all-English program is structured immersion. Thus, the risk of academic deficiency in English is greater for TBE than for all-English instruction.

Nevertheless, transitional bilingual education as actually implemented is typically not a disaster, despite its potential to be so. The facilitation theory justifying bilingual education states that students must be taught to read and write in their native tongue until they reach proficiency in the native tongue (called the threshold effect) in order to achieve the highest level of cognitive development and English language achievement. This theory, if blindly followed, could result in a child never transitioning out of the native tongue and never learning English. Yet students in TBE do learn English and master content areas in English, although they may be behind their LEP schoolmates who are taught completely in English.

I suspect that the major reason why TBE is not more harmful is that many, if not most, bilingual education teachers are using common sense, rather than blindly following the theory. Instead of waiting until their students are proficient in reading and writing in their native tongue as the theory advocates, the average Spanish bilingual teacher transitions his or her students into English fairly quickly, including teaching subjects other than English in English.

Unfortunately, not all do. Moreover, although the LEP student may be instructed in English they could still be in a bilingual education classroom because they cannot get reclassified. This happens because the criterion for reclassification are unattainable for about 1/3 and more of all LEP students, no matter how good the program is (Rossell and Baker, 1988; Rossell, 2000a, 2000b, 2000c, 2000d).

Transitioning to a mainstream classroom is an important part of the academic growth of an LEP child and it should occur sometime within the first year (Rossell, 2000c, 2000d). A self-contained classroom consisting only of limited English proficient students is a superior environment for an LEP child only when he or she literally knows no English because it is below grade level instruction. If the teacher is teaching in Spanish, they may be getting grade level instruction in non-language subjects (math, social studies, science), but they are way below grade level in English. If the teacher is teaching in English in a structured immersion classroom, he or she is teaching content at a slower pace because the students are assumed to not know English. If a student has been kept in these programs too long and they already understand English, they will be harmed by this slower pace.

In short, special education services can in fact harm students if they do not need the slower pace. Thus, structured immersion may be the best educational alternative for educating LEP children when they literally know no English, but any program that isolates LEP students from native English speakers is an inferior program once they can understand English. At that point in time, the mainstream classroom is a superior environment. Since we cannot rely on the tests that classify children LEP to either classify them correctly in the first place or to reclassify them properly, the default exit period from a self-contained classroom should be one year. This is the maximum amount of time LEP children will need to be isolated from English native speakers and the mainstream curriculum, although they may need, and if so should receive, extra help for their entire school career.

Christine H. Rossell, Political Science Department, Boston University.

◄ placed in a transitional program for a year—seldom more—of intensive instruction in the language of the host society, then integrated into regular classes.

This is not, it should be stressed, intended to be a "sink or swim" strategy, though of course one can find neglectful and inept schools in any country and any program type. Generally, in other countries, language-minority students receive on-going support by specialists as they participate in regular classes, and also may participate in programs to maintain their home language and culture.

Why this insistence upon speedy integration? It is in part based upon the experience that the longer that integration of immigrant children is delayed, the more difficult it is to accomplish, as they settle into "outsider" habits and attitudes. It is also because educational segregation is more harmful to language-minority students than to any of the groups we have worked so hard to integrate—special needs students, black students, female students. Language-minority students have a compelling need to be with peers for whom English is the first language if they are to learn the language well.

They also have a compelling need to be exposed to the same educational content and held to the same standards as other students. Too often they are instead subjected to "Jim Crow" educational standards that almost guarantee that they will not be able to participate in secondary and higher education on equal terms.

Blame for these separate but unequal expectations must be shared by educational progressives and conservatives alike. Progressives have recoiled from holding language-minority children to expectations which seem culturally insensitive and threatening to their self-esteem; this has led to bilingual education becoming a sort of comforting cultural bubble-bath for too many students who deserve to be challenged instead. Conservatives, on the other hand, have sometimes focused so single-mindedly on the acquisition of English that other academic objectives are neglected. Even as a technique for teaching English, this is unwise: proficiency in a language is developed by using it for real tasks, tasks which matter, such as mastering academic materials, not by artificial exercises.

The fundamental mistake made by both sides in the debate over educating language-minority children is to focus on language rather than education as the central issue. Effective education can be provided either through use of the home language or through "structured immersion" in the language of the school.

This conclusion is supported by the National Research Council's study on 35 years of evidence on the teaching of language-minority children. The NRC report concludes that we don't know, despite countless research studies and evaluations, that one approach is clearly superior to the other. "It is clear," they note, that many children first learn to read in a second language without serious negative consequences. These include children in early-immersion, two-way, and English as a second language (ESL)-based programs in North America, as well as those in formerly colonial countries that have maintained the official language [of the colonizer] as the medium of instruction, immigrant children in Israel, children whose parents opt for elite international schools, and many others. The high literacy achievement of Spanish-speaking children in English-medium programs all feature carefully-designed direct literacy instruction, which suggests that even children from low-literacy homes can learn to read in a second language if the risk associated with poor instruction is eliminated.

> "This is not, it should be stressed, intended to be a 'sink or swim' strategy, though of course one can find neglectful and inept schools in any country and any program type."

Later in the report, indeed, the authors conclude candidly that "We do not yet know whether there will be long-term advantages or disadvantages to initial literacy instruction in the primary language versus English, given a very high-quality program of known effectiveness in both cases."

Those who hold to the "radical middle" insist that the emphasis should be upon ensuring that whichever method is chosen in particular circumstances, it is implemented by competent teachers following a demanding curriculum and with accountability for clear and measurable results. There are concrete measures which make a difference:

First, the principal and teachers in each school should be responsible for planning and implementing the education of all the students in that school, with broad discretion about the instructional methods and language that they use. Since development of both oral and written language is a continuous process alongside the other tasks of schooling, only those directly involved with students should be diagnosing what each needs at a particular time and prescribing the challenges and the support which will best meet those needs. Only those working in the school can develop an effective combination of integration for common tasks and separation for special help.

To make this possible, state and federal programs to support the education of language-minority students should not prescribe teaching methods or language used, but should hold schools accountable for the measurable, steady progress of these students in all required academic subjects.

Second, this can be accomplished only if teachers and school administrators receive specific training in strategies for language development, including how to diagnose and prescribe for the needs of language-minority students. We do not need a lot more research to determine what the necessary skills are.

There is widespread agreement about good practices that promote language development; we should be teaching them to every teacher and administrator, not just to those who are preparing to work in separate bilingual programs.

The interests of language-minority children will be best served by schools which are effective for other students as well, schools that are free to problem-solve for every student without programmatic preconditions, and are held accountable for results rather than for procedures.

Such a strategy of school-level freedom and accountability requires, third, that language-minority students be included in all assessments of academic progress. In some limited instances this will appropriately be done through assessment in their home language, but the great difficulty of making assessments in different languages comparable, and the implicit message that students are not expected to demonstrate proficiency in English, creates a danger of returning to "Jim Crow" standards for them. In general, it is preferable to assess language-minority students through English, while making allowances in how we report and make use of the results.

Since schools will choose different strategies for language-minority students, it is appropriate that their parents be allowed to choose among schools. For some, the maintenance and development, in a ►

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Cover Story

Evaluating An Innovative Elementary ESL Program

Alan Seaman evaluates the differences between "pod" and "pull-out" programs organized for young language learners.

Recently I attended a meeting where the principal of an elementary school in the Chicago metropolitan area spoke with parents of new students. "This is a school with an international focus--the world comes to us," he proudly claimed as he described his innovative English as a second language and bilingual education programs. "We have programs which lead to academic success."

In a community where immigration is a controversial issue, his words were gratifying. But were they accurate?

The ESL and BE programs at this school are part of an experiment by a school system which is looking for alternatives to the ESL pull-out programs it has used for decades. As a member of the ESL task force for the district, my role as a researcher is to develop a systematic way to evaluate these innovative programs. Although the new programs at two elementary schools in the district seem to be working, are they truly effective? And if they are more effective than the traditional pull-out programs, how can we communicate this good news with administrators, school board members, and citizens in the community?

There are a number of ways to evaluate a new educational program, including test scores, interviews, and surveys. In addition to data such as test scores, our task force decided to conduct a systematic observational study of the ESL students in the context of their classrooms. The results of this evaluation study were both quantitative (presented as numbers) and qualitative (presented as case study vignettes). In assessing the quality of the experimental programs, we wanted to help our stakeholders see what was actually taking place in the schools--to have a window into the daily experiences of the English language learners.

The Experimental "Pod" Model

In response to a complex immigrant population (involving a number of refugees as well as a broad range of immigrant groups), this suburban school district has offered pull-out ESL and bilingual education programs in several elementary schools for over twenty years. These traditional programs usually involved one or two teachers at each school working with the students in 30-minute segments. During the remainder of the day, the students were mainstreamed in classes at their grade levels. As with many similar pull-out programs, the case load of the ESL teachers was heavy, and their facilities were small.

During the past two decades, the pathbreaking research of Cummins (1981, 1984) and Collier and Thomas (1997, 1999a,b) has provided school districts with insights into the different program models for ESL and bilingual education. Their findings support the movement away from the pull-out model toward self-contained ESL and bilingual classrooms with an enrichment emphasis. Searching for alternatives to the pull-out model, in 1998 the school district formed a task force which decided to create an experimental ESL/bilingual program at two elementary schools. Currently, this "pod" model involves self-contained ESL classes at the K, 1, 2-3, and 4-5 levels. Each class is taught collaboratively by two teachers—an ESL or BE teacher and a grade-level teacher—and includes a full-time instructional aide.

In addition to their time in the ESL class, the students spend ►

◄◄ school setting, of the home language will be much more important than it will be for others. Surveys have found, again and again, that Latino parents tend to want the school to help maintain their children's Spanish (though not at the expense of time devoted to English), while Asian and other language-minority parents prefer to do that at home or through after-school community programs. Parents should be able to opt for a school which supports their own educational goals.

Finally, it would be an enrichment of our schools to imitate the generous practice of other countries and provide elective and supplemental–not transitional–language support in a variety of languages to students whose parents speak those languages . . . and also to students whose parents do not speak the languages but want their children to learn them. In place of the touchy-feely multicultural activities in so many of our schools, it would be much healthier for students of different ethnic backgrounds to tackle together the difficulties and the rewards of a language, and thus to learn from one another.

These measures will not satisfy the demands of those with an ideological stake in prescribing the language used in school, but they would ensure a focus upon what is most important to language-minority parents and to the future of their children, that they receive an effective education, free of segregation and of low expectations.

References: Diane August and Kenji Hakuta, Editors, Improving Schooling for Language-Minority Children: A Research Agenda, Washington, DC: National Research Council, 1997.

Charles L. Glenn is professor and chair of educational administration and policy at Boston University. From 1970 to 1991 he was responsible for urban education and civil rights in the Massachusetts Department of Education, including initial responsibility for implementation of that state's first-in-the-nation law mandating bilingual education.

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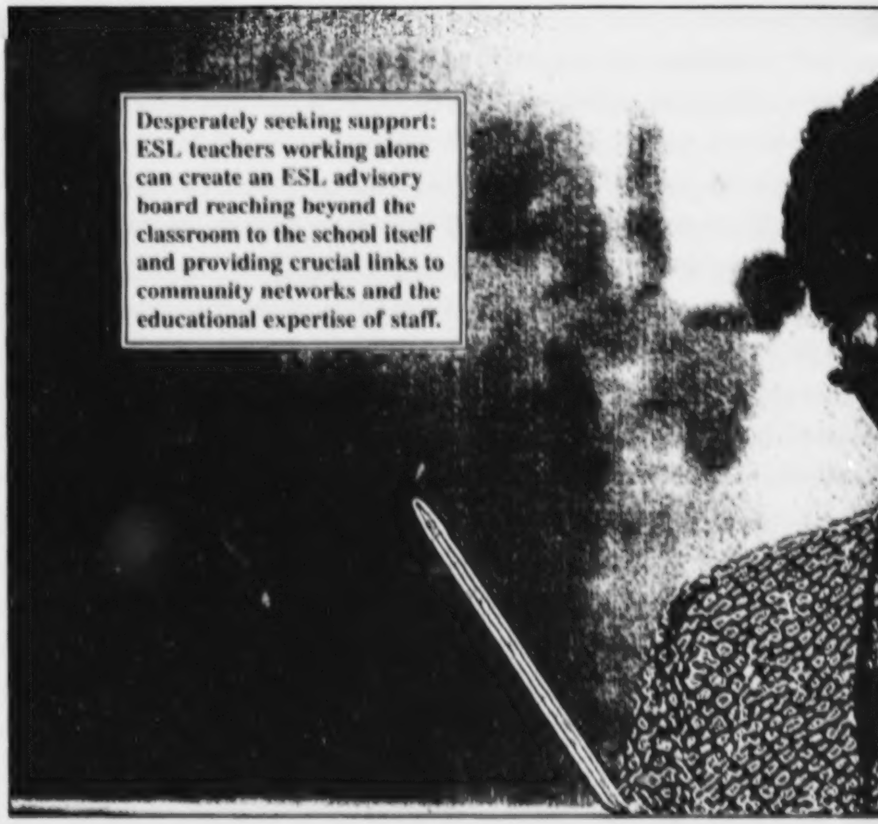

Desperately seeking support: ESL teachers working alone can create an ESL advisory board reaching beyond the classroom to the school itself and providing crucial links to community networks and the educational expertise of staff.

◄◄ part of their day in a "buddy class" at their grade level. For instance, all of the 4th graders in the pod ESL class will leave their room for an hour with a teacher in order to participate in a science segment of another class containing students who are proficient in English. The buddy concept allows the ESL students to gain appropriate content-based instruction and provides contact with the other students in the school.

The advantages of the pod concept are fairly obvious. These classes feature a low student-to-teacher ratio, instruction throughout the day tailored to the needs of the ESL/BE students, a strong emphasis on literacy and content-based instruction, and the opportunity for ESL students to interact with peers who are proficient in English. The primary disadvantages of this model are related to high personnel costs and the fact that some of the students were bussed away from their neighborhood schools to the pod schools.

The Evaluation Study

After the experimental pod programs were up and running in the two schools, the key question was whether or not the pod model should be expanded to all of the elementary schools in the district. Did the quality of this program justify its increased cost?

Using a matched-pairs design, we selected students at each grade level from the pod program and matched them with very similar students in the pull-out programs according to grade level, English proficiency, time in the U.S., and ethnic and educational background. Each pair of students was systematically observed over a four-week period by well-trained graduate students using standardized forms to record data. The observation data included narratives of each student's classroom experiences, and specific quantitative data related to each student's engagement in class activities (also known as "time on task"), teacher-student interaction, and peer interaction. In addition to recording a cross-section of each student's daily educational experiences, the observers also interviewed the teachers to obtain additional background information and they wrote detailed analyses of each pair of students. Data were collected during April 1999 and September-October 1999 for eighteen pairs—a total of 36 students.

The Results of the Observational Study

The results of this study were compelling. A statistical analysis (a paired sample t-test) showed that, overall, the students in the pod programs had significantly higher levels of engagement in classroom activities and significantly more frequent interaction with teachers than their peers in the pull-out programs had. Each of the students in the pod programs was "on task" more than 90 percent of the time—a level that less than half of the pull-out ESL students achieved. Most disturbingly, several students in the pull-out programs were engaged in classroom activities only 55-70 percent of the time. These students were missing a large amount of instruction time each day.

In a society where quantitative research is valued, these results, presented in tables, can be persuasive with parents, administrators, and school board members. In communicating the results, however, we also used qualitative data—detailed descriptions of each student—to provide a window into what was happening in the classrooms. In one vignette, for example, a second grader from Russia in the pod program is "relaxed and focused as he works with other children in structured groups." The observer describes "Alexander" meeting with a reading group of six other students at his level of English proficiency. They work with the teacher on a book entitled *My Garden*, with Alexander reading a section of the book aloud to the others and then explaining it. The teacher reinforces the book with vocabulary cards before Alexander pairs up with a third-grader who is his "buddy reader" to work on a different book. At the end of this segment of the class, Alexander moves to one of several computers in the classroom, where he begins to type out a writing exercise.

The sense of relaxed concentration in this classroom, as the students move smoothly from one focused activity to the next, contrasts with the experience of "Lars" in one of the schools with pull-out ESL. Like Alexander, Lars is a second-grader from Northern Europe who is at a beginning level of English proficiency. In the school's ESL pull-out class, Lars is quiet and attentive. After an half hour of instruction there, Lars enters his grade-level class partway through a hands-on science activity related to donut production. The teacher directs Lars and two other ESL students to work on a computer in the back of the room while the other children complete the activity in groups. In the next segment of class, when faced with a literacy-related worksheet, Lars struggles to understand the instructions, first staring at the paper, then looking around. After several minutes, the teacher circulates to his desk and reiterates the instructions. The observer notes Lars' anxiety as he watches the other students work on an assignment he can't comprehend.

Creating An ESL Advisory Board

Tina Edstam advises elementary school ESL teachers on an idea used in the private business and non-profit sectors.

If she were to write a classified ad, it would probably read, "Desperately Seeking Support." This is frequently the plea of an elementary school ESL teacher who finds herself functioning as the sole link between her English language learners and an educational environment which is not only foreign to both students and families but often very intimidating as well.

This teacher's need for professional support becomes even more urgent in the following situations:

The ESL teacher is the only ESL teacher serving her school;

The ESL teacher is itinerant (i.e. she travels to two or even three schools in her district);

The ESL teacher is in a district where ESL services are in their infancy and staff awareness and understanding of ESL issues are limited.

What support then is available to elementary school ESL teachers who find themselves in this challenging position?

By creating an ESL advisory board, the ESL teacher is reaching beyond the ESL classroom to the school itself and to the greater community to find people who are willing to support her while she supports the social, academic, and linguistic needs of her English language learners. An advisory board also provides a means for advocating for students in a constructive and inclusive manner. By virtue of its participant make-up, an advisory board can provide crucial links to community networks as well as to the educational expertise of school staff. The existence of such a board also serves as an acknowledgment and affirmation of the importance of serving English language learners; it becomes a springboard for connecting the public schools with the immigrant and refugee communities they serve. As a volunteer board, it also has no financial strings attached.

The first step in creating an ESL advisory board is to obtain the elementary school principal's endorsement for such an undertaking. Having a principal favorably disposed to the formation of a board sets a positive tone for the staff, sending a message of encouragement to those who are asked to actively participate. From my own research (Edstam, 1998), I learned from many elementary school ESL teachers, that "the staff takes its cue from the principal" (p. 148). The emotional and psychological climate of a school environment regarding its English language learners usually begins with the attitude of the school principal.

Once the board idea has been accepted, the ESL teacher needs to create a list of possible candidates whom she can invite to ➨

One observer summed up the differences in the two programs in the following way: "The ESL students in the pilot pod program seemed to be able to go more in depth with their activities because they were all together, working at a similar pace, and had longer time periods to devote to certain activities. The feeling in the pull-out program was that the students had disruptive, choppy days where they were involved in two classrooms with different field-trips, activities, and teachers. The pod teacher stated that her classroom works at a slower pace so that her students can learn important social and linguistic rules. She focuses on more basic, hands-on types of activities as well. But this class did not seem any slower in covering the required curriculum."

Conclusion

At the time of writing, the school district is deliberating over what direction to take in the future in their elementary ESL and bilingual education programs. Clearly, the inequitable current situation needs to be addressed, with all students (rather than some) receiving access to the same resources. Part of the debate involves the willingness of the community to invest in the education of immigrant children. The current pod model is not the only option being considered. Can these pod classrooms be altered somewhat to become less expensive without sacrificing their proven quality as an educational program? And can they also be modified to have a stronger bilingual educational component throughout the day? These issues will eventually be resolved. Whatever the outcome, the members of the task force, the school administration, and the community will have detailed, vivid data about the ESL and bilingual education programs in their schools. These data, and the insights generated from them, will be critical in making an informed decision for the future.

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Collier, V. & Thomas, W. (1999b) Making U.S. schools effective for English language learners, Part 2. TESOL Matters, 9:5, 1, 6.

Cummins, J. (1981) Age on arrival and immigrant second language learning in Canada: A reassessment. Applied Linguistics, 2, 132-149.

Cummins, J. (1984) Bilingualism and special education: Issues in assessment and pedagogy. Clevedon, England: Multilingual Matters.

Thomas, W. & Collier, V. (1997). School effectiveness for language minority students. Washington, D.C.: National Clearinghouse for Bilingual Education.

Alan Seaman is an associate professor of TESL in the Wheaton Collge Graduate School, where he teaches courses in education, research, and applied linguistics.

◄◄ serve as board members. Since the situations I have described above indicate a lack of other ESL support, I make the assumption that there are no other ESL teachers available. If they are present in the district, their initial collaboration and continual support and participation would certainly be called upon during the planning phase to discuss and promote the advisory concept. But who else should be considered in this process?

First, look to like-minded mainstream teachers who, by their sincere interest in and positive attitude towards their English language learners, have shown a sensitivity to ESL issues and to the education of these children. Mainstream teachers who have sought out their ESL colleagues to ask about second language learning, about aspects of their students' cultures, or about different learning styles, would be good candidates, for their very questions indicate a willingness to learn more about their new learners and how to best teach them.

I would also include on my initial list other school personnel whose input would bring distinct educational perspectives and academic experiences to bear on the issues. Among those would be the school librarian, whose help can be of enormous importance to the ESL teacher in selecting appropriate reading material for her students and possibly advocating the purchase of books in the students' native languages. The school reading specialist is another staff member whose expertise is often called upon for English language learners who qualify for different federal funds that pay for additional reading instruction. Both a school guidance counselor and a school nurse can contribute a point of view reflecting their own fields of expertise and add to the advisory board discussions in meaningful ways.

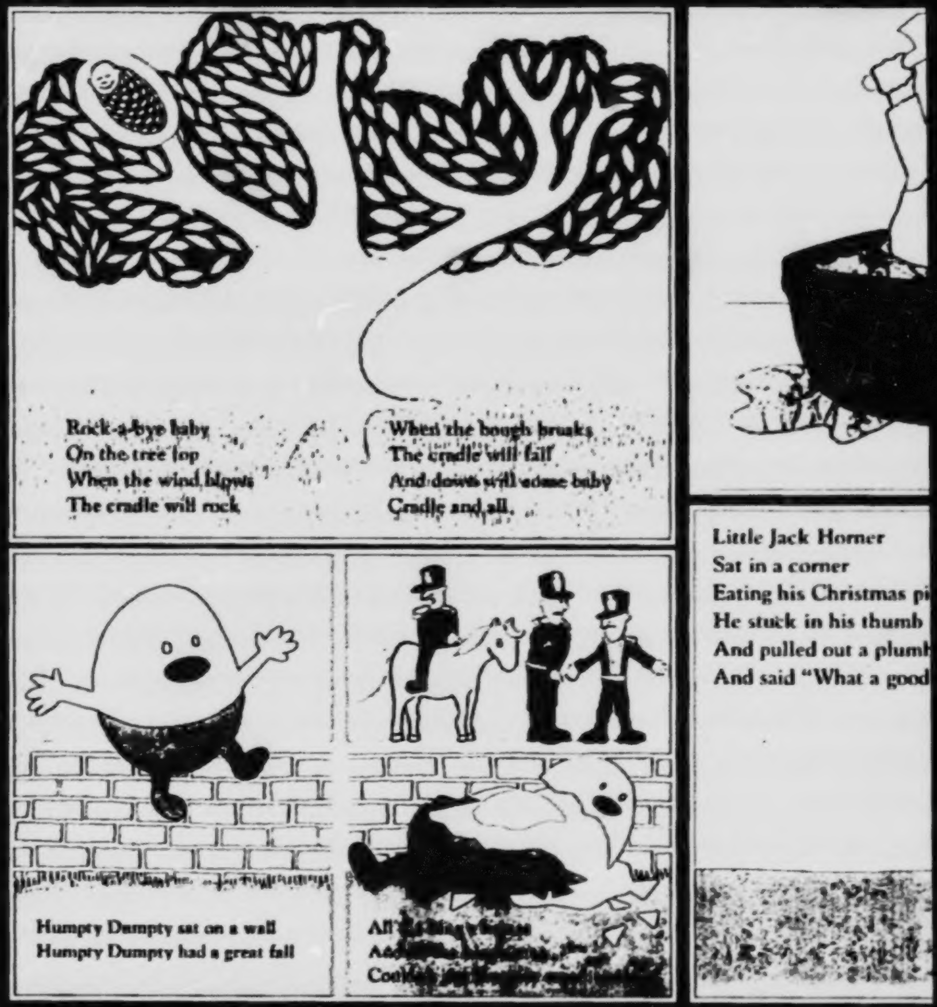
Educational assistants with ties to the immigrant communities, as well as bilingual aides who serve as school translators, might be possible choices. Reaching further into the community to groups already established to address specific immigrant and refugee issues might tap into those who would be willing to offer their social, cultural, and linguistic knowledge and understanding. I would also seek out parents of either mainstream students or ESL students who have shown an interest in participating at a more active level in their children's school on behalf of English language learners.

A final group to consider would be teacher educators or professors from nearby colleges and universities whose coursework and academic expertise reflect their interest in ESL. If institutions of higher education are not located nearby, email contact might be possible allowing board meeting minutes to serve as a vehicle for responses. Interactive video, if available and affordable, is another option.

Once the candidates have been recruited and the advisory board formed, members can determine how frequently to meet. Serving as the initial chairperson, the elementary school ESL teacher creates her board meeting agendas to reflect her own concerns as well as those contributed by the board members. A format is then established that not only supports the ESL teacher but reflects school and community support for immigrant and refugee students.

Reference: Edstom, T. (1998). Perceptions of Professionalism Among Elementary School English as a Second Language Teachers. Unpublished doctoral dissertation., University of Minnesota.

Tina Scott Edstam, Ph.D., Assistant Professor of English as a Second Language, Minnesota State University, Mankato.



Rhy

Story and verse are a primary way that English children absorb the linguistic lessons of their first language. Embedded in the seemingly simple rhymes are complex language patterns about intonation, rhythm, stress, and individual vowels and consonants. By pointing out these linguistic phenomena to ESL learners, they will be better able to sort out the seeming inconsistencies of what they are hearing in the real English speaking world.

Practice of P, T, K

[rule: difference between voiced and voiceless stops and aspiration of initial voiceless stops]

Pat-a-cake, pat-a-cake, baker's man!
So I will, master, as fast as I can;

ow am I".

ning

Steven Donahue explores the various ways that Mother Goose Rhymes can be used in the ESL classroom.

Pat it, and prick it, and mark it with T,
Put it in the oven for Tommy and me

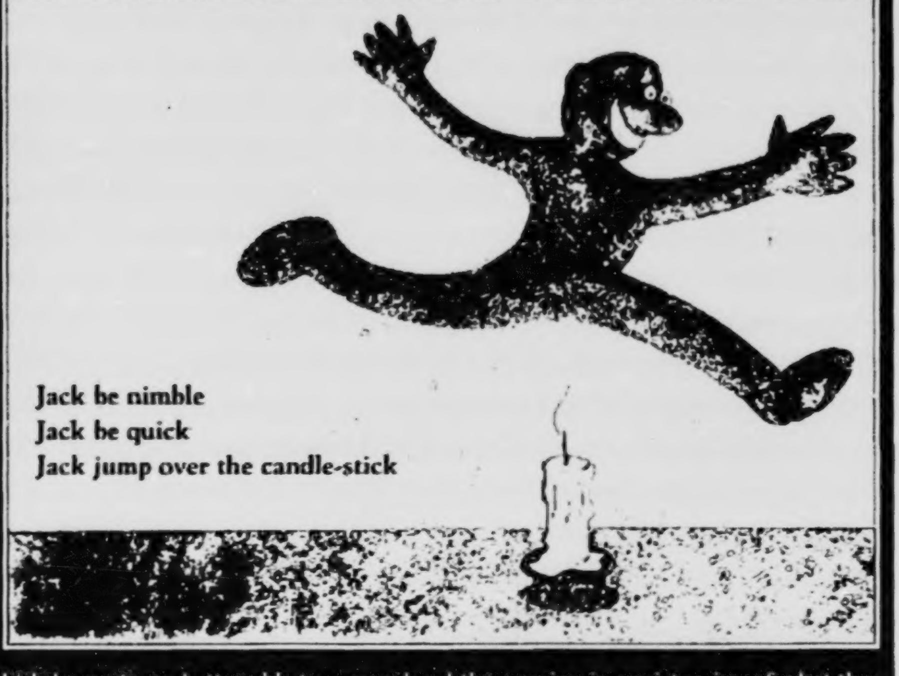
With Pat-a-Cake, the student is told to focus on pronouncing the voiceless stop series: P, T, K. The student is shown how P is pronounced fully in the front of the mouth with both lips; T is pronounced with the tip of the tongue touching just behind the front teeth; and K is pronounced with the ►►

Helping Readers Make the Grade

Carolee Drake discusses a new program that assists students in learning to read and reading to learn.

Every fall, fourth graders across America negotiate an unofficial, yet important milestone in their intellectual development. It is during this year that these young learners are expected to make the transition from learning to read to reading to learn. Yet 30–40% of these students are ill-equipped to make that leap, because they are reading below grade level. Somehow, in their early elementary years, these children did not master the skills they needed to become proficient readers. What did these students miss out on, and why?

What they're lacking, according to Jeanne Liuzzo, Director of Training for the Institute for Multi-Sensory Education, is explicit instruction in reading skills. "Current research indicates that organized, direct instruction in linguistic understanding, phonetic rules and word attack strategies are essential components of a successful reading program, but many of today's teachers have not received the necessary training to promote those skills in their students. That is why we developed our training program." The Institute for Multi-Sensory Education (IMSE) is a national company that specializes in on-site, customized professional development using the revised Orton-Gillingham multi-sensory method of language instruction, developed by neurologist Dr. Samuel T. Orton and educator Anna Gillingham. The program was originally used to teach dyslexic children to read, but has been found to benefit all learners. "We combine the direct instruction of Orton-Gillingham with a multi-sensory approach to learning that focuses on each student's visual, auditory and kinesthetic ►►



Jack be nimble
Jack be quick
Jack jump over the candle-stick

ESL learners are better able to comprehend the seeming inconsistencies of what they hear in spoken English when the linguistic phenomona of rhymes are pointed out.

Rhyming

◄◄ back of the tongue touching the roof of the mouth. For most students it is not necessary to invoke the precise terminology such as bilabial, alveolar, or velar. The student is told to focus on the voiceless pattern of the sounds P, T, K as compared to their twin voiced sounds B, D, G.

A second pattern that can be demonstrated with this rhyme is the aspiration that occurs after the voiced stops P, T, K. Students can hold a piece of paper close to their lips while reciting the poem and watch the paper move from the aspirated air.

Linking

[rule: If a word or syllable ends in a single consonant and is followed by a word with a vowel, the consonant is produced as if it belonged to both words]

Jack be nimble
And Jack be quick
And Jack jump over
The candlestick

Linking is a linguistic phenomena where the end of one word starts the beginning of a second word. In this Mother Goose Rhyme, "jump over" actually sounds like "JUM" and "POVER". This is no small issue for second language learners who may run to the dictionary trying to look up a non-existent "Pover". Here, the linking rule is gone over so that the student understands that it occurs with words that end in other consonants. Examples include "gone over"? GO NOVER; "stop it"? STO PIT, and "bug off"? BU GOFF.

Tapped T

[rule: when double "t" comes in the middle of a word, it sounds somewhat like a quickly tapped "d"]

[rule: if a word has /t/ or /d/ as a second member of a triple cluster, it can be deleted]

Come, butter, come
Come, butter, come!
Peter stands at the gate,
Waiting for a buttered cake,
Come, butter, come

The accent of many foreigners is partly exhibited by the hypercorrect pronunciation of certain words. Here the word "butter" sounds like "budder" and the word "waiting" sounds like "wading". Few native speakers would pronounce the "t" sound in the middle of this word. At times it is revelatory for the ESL student to realize that they are correctly hearing the "d" sound and not the spelling convention "t".

A second pronunciation point in this short poem is the line "Peter stands at the gate." Here, native speakers will delete the "d" sound so that it sounds like "Stan's". This is a common adjustment that native speakers use to more easily handle challenging consonant clusters such as "n-d-s". Other common examples of this occur with the words "winter" as "winner", "printer" as "prinner" and "Atlanta" as "Adlana".

Steven Donahue, Professor of ESL, Broward Community College, Florida

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Helping Readers Make the Grade

◄◄ learning pathways to maximize mastery and retention," said Liuzzo.

Reciprocal Teaching, developed by Palis-car and Brown, provides the program's comprehension strand with activities to increase students' ability to read for meaning. "This is a structured, sequential, balanced approach to reading that enables learners to capitalize on their strengths while strengthening their weaknesses," continued Liuzzo. "Our approach allows a teacher to weave together systematic phonics instruction, multi-sensory learning and the use of literature to nurture reading skills."

Instruction begins with strategies that help develop phonemic awareness in emerging readers (the ability to analyze, combine and connect the smallest units of sound with the letters that represent them). "Researchers have found a strong correlation between a lack of phonemic awareness and reading failure," said Liuzzo. "So we emphasize mastering that skill to build a strong foundation for learning for authentic literacy. Teachers who have experienced our training gain a solid understanding of the structure of language on its most basic level and acquire the tools to pass that understanding on to their students." Included in the training program are guidelines for weekly lesson plans, teaching and assessment materials, and a comprehensive training manual. "The response we have gotten from the teachers we've trained has been overwhelmingly positive," Liuzzo remarked. "They keep telling us that this is the piece of their reading program that's been missing."

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> "It's important for us to be flexible...each district has its own needs, and its own budgetary constraints."

Based in Birmingham, Michigan, the IMSE has provided a wide range of training for teachers, administrators and parents in schools across the country. The programs offered range from a 16-hour core training program to a comprehensive 30-hour program to Greek and Latin roots training and refresher workshops. "It's important for us to be flexible, said Bronwyn Hain, Training Coordinator. "Each district has its own needs, and its own budgetary constraints. But all districts want to produce proficient readers, and we are committed to working with them to accomplish that end. We can train special education teachers, or those who work with at-risk children, or our program can be fully integrated into the existing curriculum of the general education classroom to expose all students to the benefits of these strategies."

The IMSE has recently expanded its program to provide training for teachers of older students, up to and including those of high school age. Auxiliary programs to educate and train parents are also available. Anyone interested in learning more about the Institute and its programs can call (800) 646-9788, or visit the IMSE web site at Orton-Gillingham.com

Carolee Drake, Teacher Trainer for the Institute of Multi-Sensory Education.

MaryAnn Cunningham Florez looks at the contentious debate on the use of native languages in the adult ESL classroom and the effects it may have on learning.

Native Languages In Class

What is the role of native languages in the adult ESL classroom? Do they have one? In several of my recent teaching experiences, I have faced beginning level classes consisting solely of Spanish speakers. Since I speak Spanish myself, one of the first issues that invariably comes to the surface is the use of the Spanish language in our English class. It has prompted me to think critically about native language use in English language classrooms and how it impacts my instruction, my interaction with my learners, and their interactions with each other.

Native languages, when discussed at all in the context of English language learning, are usually linked to native language literacy skills development. Native language instruction is proposed as one way of supporting English language and literacy development by addressing low or nonexistent literacy skills in the native language. I am fascinated with this approach, and as a teacher of beginning English learners, who sometimes are pre- or low literate, I can appreciate the benefits. However, what I am concerned with is the use of native languages within the actual English language classroom. I have always supported my adult learners' use of their native languages in my classrooms. They can use bilingual dictionaries and can consult amongst themselves in their native languages, as long as they don't rely exclusively on these tools at the expense of practicing English. However, I had never faced an entire class that not only shared a native language themselves, but also shared this language with me. I was concerned about the impact on my class, and about my ability to both take advantage of and manage this tool in my classroom. As teachers, we all know that habits set in the early stages of classes are difficult to reverse.

We know that learners often pay more attention to our examples than our exhortations. We also know that, for learners and for ourselves, periods of frustration, exhaustion, or simple lack of time can prompt us to fall back on a convenient tool like translation. All of these thoughts raised concerns for me as I considered the use of Spanish in my classroom.

I made several decisions prior to the start of classes to help myself better manage my own use of the learners' native language in class. First, I set some guidelines for myself. I focused my use of Spanish in several areas: classroom community building (exchanges that helped establish trust, congeniality, comfort in taking risks); affective support (discussions of difficulties, fears, confusion, victories); and discussion of fine or abstract points related to the language and culture. These are areas that are very important in the language learning

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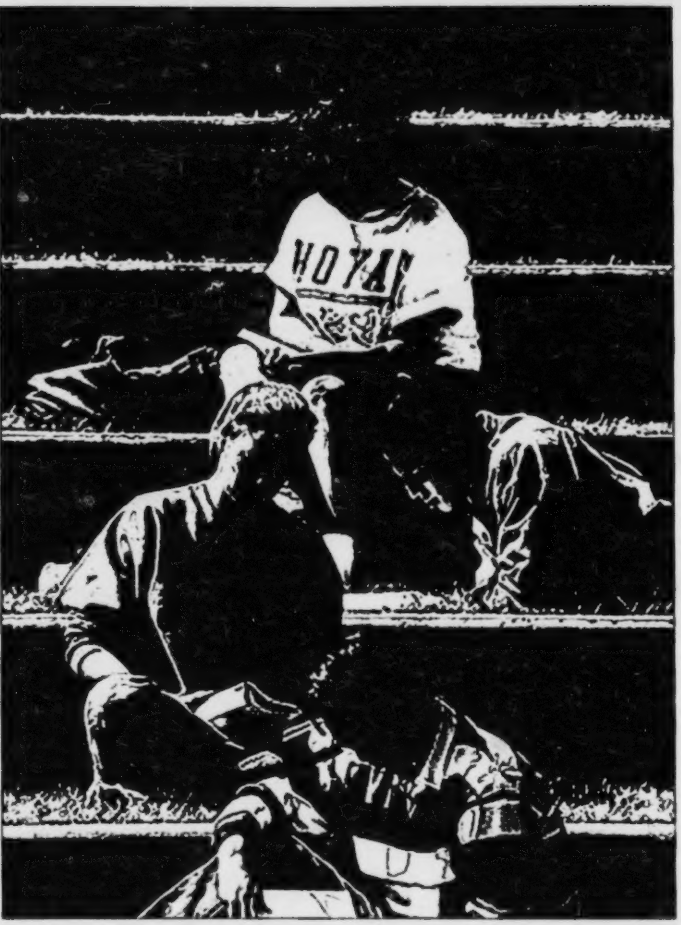

◄◄ process and ones in which the beginning level learners often have great interest and/or need, but limited linguistic ability to address. On the issue of translating words or phrases, I concentrated more on providing context, clues, or prompts, rather than direct translations. Next, I committed myself to regular observation and evaluation of Spanish use in the classroom, and to revision of my position on the subject as circumstances necessitated. Finally, I talked to my learners directly about the use of Spanish in our class, explaining my intentions and expectations and eliciting theirs.

These efforts resulted in mostly positive experiences for the learners and me. In my classroom observations and in conversations with my learners, I found that they primarily viewed our Spanish language use as a means of clarifying and deepening their understanding—of grammar points, of usage conventions, of cultural implications—rather than as simply translation. As English language beginners, they told me that they were curious about and recognized the importance of such issues, and they welcomed the opportunity and means of addressing them with the input of a native speaker. For these learners and me, the use of Spanish facilitated the processes of building community, validating experiences, and strengthening self-esteem. We used it to foster a supportive network where we explained unfamiliar things to each other in a more familiar way. We used it to commiserate, complain, and share frustrating or frightening experiences with a new language and culture. Those learners going through their silent period seemed to use it as a way to be involved and connected, even before they were ready to jump into English at the level of their classmates. In the case of Spanish, we also used it to find strategies (e.g., exploiting cognates or relating similar grammar structures and usage) that helped us build a bridge between the native language and English. Of course, the learners used it among themselves to offer translations, but they tended to add context or usage advice along with the translations, indicating to me a sensitivity to the complexity of languages beyond "English word = Spanish word."

> "Discussing the use of native languages in the classroom can create a heated debate. I have found that most teachers either fall on one side or the other—to use or not to use—and feel very strongly about their position."

There were times when I felt the need to check the use of Spanish in my classes, when the potential for it to become too much of a focus or too easy to use became apparent. As a result, I tried to be more diligent in monitoring native language use by the group as a whole and by individual learners. If I saw that the learners were continually asking me for translations of words as a primary learning strategy, responding in Spanish regardless of the language of the question, or consistently declining to speak in English, I knew that I had to take a tougher stand on native language use.

As a result of these experiences, I have started to actively include native languages in my more linguistically diverse beginning classes. Rather than just support learners in using native languages among themselves, I have tried creating activities that encourage learners to share their native languages with their classmates and with me. Some examples of such activities include small group or the whole class creation of illustrated multilingual thematic word lists; learner presentation and comparison of native language greetings or leave-takings with appropriate gestures and body language; or labeling of classroom items, exits, etc. in languages represented in the class. At the same time, if I see learners using their native languages too much as a crutch, or as a way to create cliques or isolate themselves, I work more consciously to create activities with pairings and groupings that can balance the effects.

Discussing the use of native languages in the classroom can create a heated debate. I have found that most teachers either fall on one side or the other—to use or not to use—and feel very strongly about their position. But as a teacher who has spent some time observing native language use in a number of my classes, I find that it warrants more exploration. I have found some ways in which it works. I have also seen the challenges it can present. Ultimately, the decision is one that should be guided by personal teaching philosophy and careful consideration of the learners and the learning context.

MaryAnn Cunningham Florez is ESL Technical Assistance and Web Coordinator at the National Clearinghouse for ESL Literacy Education (NCLE). She also administers and teaches in a volunteer adult ESL program in Northern Virginia.

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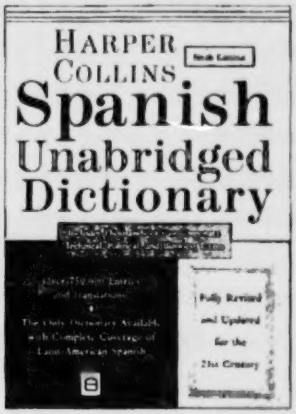
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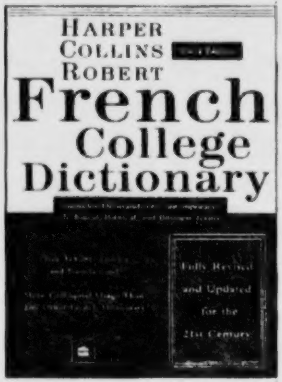
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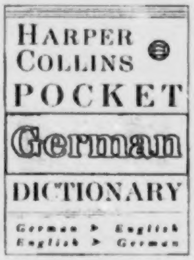
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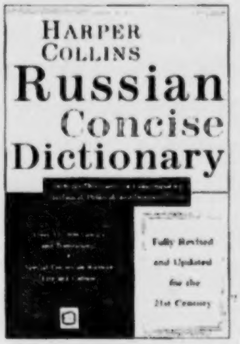
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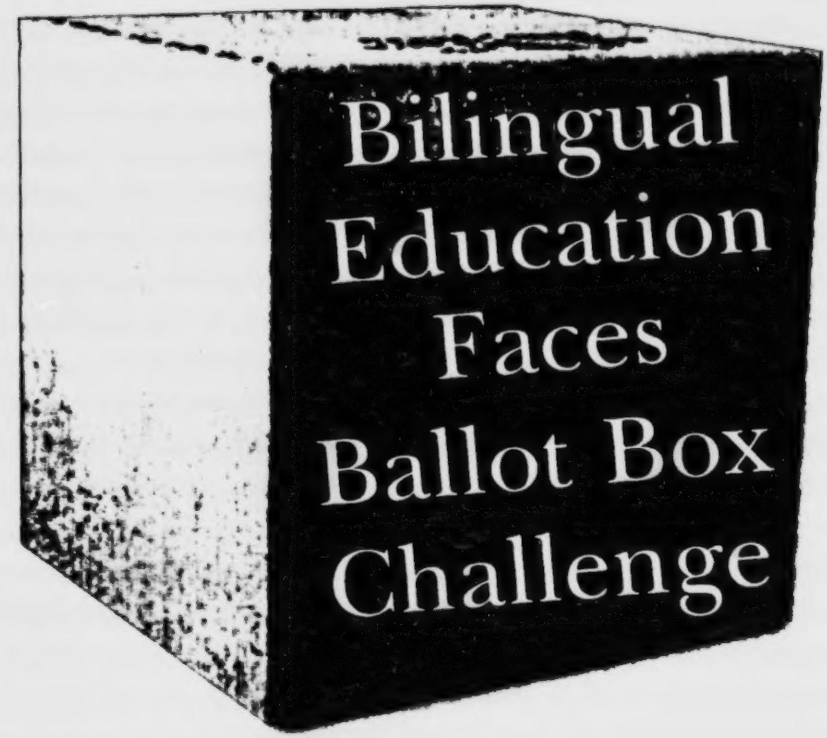
Bilingual Education Faces Ballot Box Challenge



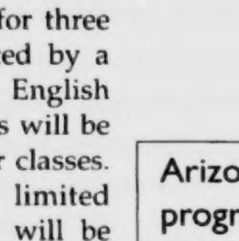
Arizona voters are being asked to banish bilingual programs from the State's schools. **Michael Howard** weighs up the arguments for and against the measure.

Most teachers, parents and politicians agree: Bilingual kids are a bonus. But future generations of children in Arizona may be denied the opportunity of a bilingual education if voters approve a ballot measure this fall.

On November 7, 2000, the State's voters will decide whether or not to ratify Proposition 203. If the measure passes, Arizona's bilingual education program—in operation for three decades—will be replaced by a system where Limited English Proficient (LEP) students will be mainstreamed in regular classes. Pupils with the most limited English language skills will be placed in one-year English immersion classes.

The Arizona initiative is being funded by entrepreneur Ron Unz, who also masterminded a similar measure, the controversial Proposition 227, which passed in California in 1998. English for the Children, the group behind both measures, submitted petitions with 165,000 signatures back in July to the Arizona Secretary of State's Office supporting the ballot. In June, Rep. Matt Salmon (R-Arizona) added fuel to the burning fires on the issue when he became the first political leader in the State to endorse the measure.

Describing bilingual education as a "boondoggle," he called on it to be scrapped, citing figures showing that a mere 5.5% of bilingual students in Arizona were leaving school proficient in English.



The current programs cost Arizona taxpayers $75 million annually. However, years after advocates predicted that the system would teach English to Spanish-speaking students quickly and efficiently, opponents say that its time is up, because bilingual education has done little to improve opportunities for Hispanic students.

It has been predicted that by 2005, people of Hispanic descent will be the largest minority in the country and within the next 50 years will make approximately 25 percent of the nation's population. Worryingly, in 1997, about a quarter of Hispanic students between 16 and 24 dropped out of school compared to 13.4 percent of black students and 7.6 percent of white students. About half of Hispanic students born in other countries drop out of school while 16 percent of those born in the United States quit school.

This is one of the main arguments cited by proponents of the English for the Children Arizona campaign. If students fail to learn English, they may drop out or may be unable to graduate, thus have a harder time to make a living. With no real grasp of the language many school leavers simply end up at the back of the welfare line.

According to Douglas Massey, a sociology professor at the University of Pennsylvania, the success of bilingual education depends on what it seeks to achieve. Massey, author of a study released last year, which found that Mexican immigrants increase their wages by 48 per cent once they learn English, says, "If the goal is language maintenance, it doesn't work. If the goal is to shift students rapidly into English, then it may slow things down a little.

"If the goal is to teach substantive subjects, math or science, while students learn English, so they don't fall behind, then it can be pretty successful."

Two years after California abolished bilingual education, test scores among immigrant students have risen. Scores from the 1.4 million limited-English immigrant students show that school districts, which strictly complied with the terms of Proposition 227, made the greatest gains. Scores from schools who attempted to retain their bilingual programs were lower. Oceanside Unified, north of San Diego, implemented the law "as written". Its scores showed the greatest gains of children who didn't speak English at home. Reading scores rose by 43 per cent and math scores by 100 per cent.

Speaking to *American Language Review*, Unz said he was delighted with the results

Proposition 203: The Facts

English for the Children – Arizona
What Proposition 203 says:

- English is required for all public instruction
- Students who speak little or no English will be placed in sheltered English-immersion classes, normally for one year.
- Those students are transferred to mainstream classrooms once they acquire "a good working knowledge of English" and can do regular school work in English.
- Standardized tests will be given annually to all students, except for those exempt for special-education reasons.
- Foreign language classes are unaffected.

Parents can request waivers to put children in bilingual education if:

- The child already knows English, or
- The child is aged 10 or over
- The child has spent at least 30 days in an English classroom
- The parents apply at the school
- The child has special physical or psychological needs, beyond lack of English proficiency.
- The principal and superintendent sign off on a 250-word description of the child's needs.
- Teachers and districts accept the waiver, under guidelines reviewed by local and state school boards. They may reject waivers "without explanation or legal consequence."

The school must offer bilingual education only if it has at least 20 students per grade level with approved waivers. Otherwise a child can transfer to another school that has a program.

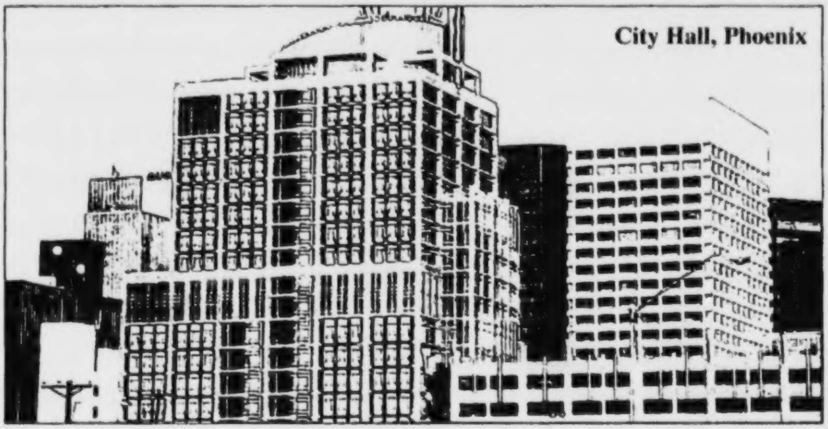
of immigrant students. "Test scores have doubled in less than two years and this is all extremely pleasing. This contrasts with other districts whose numbers actually went down.

"During 1998, supporters of bilingual education predicted educational catastrophe if the measure were implemented, but the school district which did so most strictly has now doubled its immigrant test scores in less than two years.

Unz went on to say, "The problem with bilingual education is that it simply doesn't work. If a system has been tried and tested over and over and has never worked then at some point it has to stop."

But supporters of bilingual education argue that succsessful test re-sults cannot simply be attributed to English immersion classes. Melinda Ulloa, spokesperson for the U.S. Department of Education, said, "There are many variables involved in the California results. Experts are looking at them and have said that the verdict is not in as to Prop. 227's effect.

"California has done a number of things to help students across the board such as putting more resources into teacher training and reducing class sizes. These subtle but important improvements are having results, some of which we may be seeing in the ESL/LEP student test scores."


City Hall, Phoenix

Ulloa said that factors including teacher training and professional development, smaller class size, better technology and parent, student involvement all contribute to success in the classroom.

The two main goals of bilingual education and the logic behind them are straightforward. The first is the development of academic English and success in school. The second is the development and preservation of the immigrant's heritage language. Proponents claim good bilingual education programs achieve both of these goals, although critics question the validity of the system on its first goal: How can children acquire English, their second language, while being taught in their first, native language?

Experts say that this is for two reasons: First, when a child gets a good education in their primary language, the child gains knowledge which makes English input more comprehensible. It then follows that a child who understands science, resulting from quality science instruction in the first language, will then have a better grasp of the subject, when taught in English.

Many say that to remove bilingual education is limiting options available to parents for their children's education. According to Melinda Ulloa, passing Prop. 203 in Arizona will take options away.

"School districts and parents have the right to take kids out of the system but this will be taken away," Ulloa said. "We back bilingual education and remain firm in the belief that it is an option schools should have if necessary. Limited English proficiency students are not all the same. Different approaches have different effects and it depends on how well it [bilingual education] is implemented. The goal of bilingual education has and always will be to get children up to speed on English. It helps students get a grip in a positive, progressive manner."

Of course, the benefit of bilingual education is that students don't lose any schooling and can work on the knowledge they already have. Perhaps the greatest benefit is the greater chance of employability on leaving education, with many options being available to the bilingual student.

Delia Pompa, Executive Director of the National Association for Bilingual Education, agrees: "The benefits of bilingual education have been evolving over the years. It used to be just for LEP children but in the last 10 years it has evolved to benefit more and more children.

"Middle-class parents have come to recognize the benefits of their children having more than one language. Bilingual education makes sure all children learn two languages.

"Children are missing out on academic development as English immersion does not take advantage of what they already know."

In conclusion, Pompa added that, "Voters in Arizona need to consider not what happens to bilingual education, but what will happen to their children. They should be most concerned about how well educated their children will be on leaving school."

Publish or Perish

Andy Martin looks at the different directions publishers are taking in the competitive book world of ESL and EFL.

Business As Unusual

They say what goes around comes around, and nowhere is this more true than in the field of education in general and in ESL specifically. ESL teachers have always been on a quest for the perfect book, method or guru--remember *Suggestopedia*, or *Gattegno*? These days, prescriptive methodologies are pretty much out of favor - but don't worry, they'll be back. Whole Language had a pretty good run and affected a broad range of disciplines, including ESL. Unfortunately for its devotees, the "back-to-basics three 'R's'" folks have come back real strong and are now in control of public K-12 education in the United States.

Educational publishers like myself take a slightly different view of trends and fashions than teachers and academics. To be honest, I think our view is somewhat broader and more realistic. We are not really innovators: Frankly, we are market driven and publish what customers want (i.e. what sells). In the 70's, grammar in ESL was pronounced dead. As a teacher, I myself was one of the pallbearers. But when I got into ESL publishing in the 80's, I was astonished to learn that grammar was alive and kicking as far as sales were concerned. Grammar books continue to be the best selling ESL books of all, e.g. *Azar, Focus on Grammar, Grammar in Use* (catchy titles, aren't they?). The fact is that ESL teachers and students can't get enough grammar.

The other bread and butter item has been the integrated, four skills, multi-level series. Whether it's *Lado, Side by Side or New Interchange*, these types of series have always dominated both the ESL and EFL markets.

But recent developments in K-12 public education are threatening to derail the parallel tracks of ESL and EFL publishing. I'm referring to the "back-to-basics" movement, which is creating new market forces to which publishers will have to respond.

Many readers will be aware that, during the 90's, there was a major movement throughout K-12 education to establish national standards in many academic areas, including English and ESL. Subsequently, many states either adapted these standards or created their own. Furthermore, they developed standardized tests such as the TASS in Texas and the Regents in New York, not only to measure student progress but also to evaluate teacher performance. The result is that many states (not to mention the teachers) have gone test crazy.

In order to survive many teachers feel they have no recourse but to "teach to the test." LEP (Limited English Proficient) students have been swept up in the melée. They are being mainstreamed faster than ever and are now required to pass the very same tests as native speaking students, if they wish to graduate.

Remember state adoptions? I wrote about how all-powerful they were in determining content of textbooks (see *ALR*, May/June 1999). Well, in the current and next round of adoptions, California, Florida and Texas will be asking for ESL materials that prepare students to meet the very same English standards as native speakers, not state or national ESL standards. This development spells the end, at least for a while, of the integrated skills' series in the K-12 market. It's probably the end, too, of the "Content-Based" materials that publishers have tried to develop (not very successfully). It's back to what non-ESL professionals perceive as basics for ESL students, namely, phonics, literary genres and rhetorical mode.

So publishing for the two markets of ESL and EFL is now going in very different directions. In non-English speaking countries, English is taught as a foreign language. The goal of such instruction will never be to raise the English language standards of the population at large. People in these countries will continue to learn English for a variety of reasons and motivations and will not suddenly feel the need to have native speaker standards and skills, or be booted out of the school system. To this end, the EFL market will continue to need integrated skills' courses, which the publishers will happily continue to provide.

But what about the States? Should the integrated series market dwindle, ESL publishers will simply stop publishing them. Will they suddenly start publishing ESL/Language Arts series? I doubt it. The really big houses cannot accommodate change so quickly. I predict that the mainstream publishers will do for secondary and middle schools what has already happened in K-5. They will create and promote materials designed for native English speakers and "enhance" them with ESL "tips" for teachers on how to deal with ESL students while teaching the lesson. Also, look out for the introduction of supplementary (and cheap) workbooks.

Will this be a permanent situation? No. In a few years, just when ESL publishers have finally caught up with the mainstream boys and are ready to introduce their Language Arts series, some do-gooder, probably in California, will start organizing all the ESL dropouts into a political party. In response, there will be a new Proposition, proclaiming the radical idea that maybe students should actually be given the chance to learn the language in which they will be tested. Then the natives can stop being restless, and the ESL publishers can go back to business as usual.

Publish or Perish is Andy Martin's regular column on the world of ESL publishing.

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Expressions Of *Brotherly Love*

Bag school and chew on a hoagie with **Claudio Salvucci**, reporting from the pavements of his native Philadelphia.

One day my linguistics professor singled me out for a question. "What," she asked, "does a Philadelphia accent sound like? How would you describe it?"

I was stumped.

My entire life had been spent in the city and its immediate suburbs. You'd think that describing the way my neighbors spoke would be no different from describing where someone could get a good cheesesteak. Who else is supposed to know but the locals?

But this time the local really had no idea. I didn't know how I spoke; I just did. As I would later learn, the Philadelphia dialect is unique in the English-speaking world. Not only does it have a linguistic pattern that is not duplicated in any other major city, but also that pattern had been studied and documented by scholars for over a century.

History of Research

There were incidental accounts of Philadelphia and Pennsylvania speech in the 1800's, but the first true scientific study dates to 1890, with the first transcription of a Philadelphian's speech into the International Phonetic Alphabet (IPA).

During the next century research on the dialect increased dramatically, mostly under larger surveys such as the Linguistic Atlas surveys in 1939; the DARE surveys in the 1960's, and the recent Phonological Atlas surveys of the 1990's.

Studies specifically devoted to Philadelphia were also published. R. Whitney Tucker contributed two general articles to American Speech on the dialect. By far the most extensive research on local vocabulary is Dennis Lebofsky's invaluable doctoral thesis *The Lexicon of the Philadelphia Metropolitan Area* (1970), and William Labov has been at the vanguard of research on Philadelphia pronunciation since the 1970's.

In recent years there have also been numerous books and articles from the mainstream press. Examining all of this data, we can arrive at a good picture of how English is spoken in Philadelphia (or, as we say it, *Fulladulfya*).

Geography

Philadelphia is the focal point of the Delaware Valley dialect area, which encompasses the Pennsylvania counties of Bucks, Montgomery, Philadelphia, Delaware and Chester, the New Jersey counties of Mercer, southern Ocean, Burlington, Camden, Gloucester, Atlantic, Salem, Cumberland and Cape May, and New Castle County.

There are some slight differences even within this generally homogenous area, such as *Norristown zep* (submarine sandwich), *Trenton Tick Tack Night* (Mischief Night), and *Jersey shore shubie* (summer tourist).

The Delaware Valley was historically the "hearth" or focal area for all the dialects of the Midland. As settlers moved westward during the 1800's they brought their speech through Pennsylvania and the Lower Midwest. Philadelphia's position along the Eastern seaboard has also greatly influenced its linguistic development. Northern and southern features have always competed in the city, given its close proximity to both New York City and the Mason-Dixon line.

Pronunciation

At first hearing, Philadelphian sounds quite similar to the New York dialect; I have even been told (by a Long Islander no less!) that I "talk like a New Yorker."

As in most East Coast urban areas, soft *th* tends to lose its aspiration as in *dis* (this), *dat* (that); there is a loss of initial *h-* in *yuge* (huge) and *yumid* (humid), and a glottal stop for medial *t* in *sum'n* (something), *nut'n* (nothing). Short *a* exists in two forms, the standard "lax" *a*, and the tense nasal vowel of yeah: *maen* (man), *baed* (bad). New York and Philly both have a contrast

Hanging Out in Philadelphia

Historic Elfreth's Alley in Philadelphia

Logan Circle Fountain

between the vowels of cot and caught, with the *aw* distinctively raised: *cawfee* (coffee), *dawg* (dog); both have a typically southern *ow*: *caow* (cow), *aout* (out), *al* (owl), though Philadelphia's is more advanced.

But unlike New York, Philadelphia shares with Baltimore and Pittsburgh a couple of important features: first a very exaggerated fronting of long *o* in words like home and boat, which sounds something like "*eh-oo*"; second, retention of all final and pre-consonantal *r*'s (e.g. in car, start) which are dropped almost everywhere else on the East Coast. An interesting similarity with Canada is the long *i* before unvoiced consonants (*p, t, k, f, s*) which is backed to *uy*, pronounced "*uh-ee*": *ruyt* (right), *luyf* (life).

More typically local changes also occur. Short *e* is backed to short *u* or *schwa* before both *r* and *l*: *vurry* (very), *tull* (tell). Short *i* in medial positions is often lengthened: *attytude* (attitude), *beautyful* (beautiful). Long *a* and *e* are both backed before hard *g*: *vegg* (vague), *beggle* (bagel), *lig* (league), *iggle* (eagle). Initial *s* in *str* clusters becomes *sh*: *shtring* (string).

The Philadelphia *l* is often "vocalized," that is the tongue does not make contact with the roof of the mouth, and the back of the tongue is raised instead of the tip. This also tends to weaken the *l* sound so that it almost sounds as if the letter is being dropped altogether. Thus the words pal and pow sound almost the same, as do balance and bounce.

The *ar* sound is in all cases backed to *aur*: *caur* (car), *staur* (star). Some may hear these as core and store—but there is no merger of *ar* and *or* in Philadelphia because *or* raises and merges with *oor*. So poor and pore, tore and tour are all pronounced with the long *u* vowel of tube. You can get a good overall feel for how this all sounds by listening to television political commentator Chris Matthews, host of CNBC's *Hardball*.

Grammar

Grammatically, Philadelphian does not differ very much from other forms of colloquial American English; but a few regional characteristics can be noted.

Common to many of the cities in the Northeast is the second person plural pronoun youse, or an unstressed variant yas, used like the Southern *y'all*: *Aur youse goin'?* (Are you going?).

The positive use of anymore to mean "currently" is a Philadelphia usage that has since spread: things are so expensive anymore. Other constructions include: quarter of instead of "quarter till" or "quarter to" in telling time: *quooder of five* (quarter till five); omitting the infinitive in *want off* (want to get off) and *want in* (want to get in); and omitting the object of the preposition with: *Here, take it with.*

Vocabulary

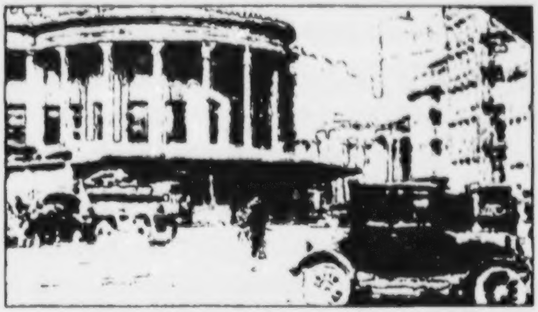
Local words characteristic of Philadelphia include *baby coach* (baby carriage), *bag school* (skip school), *pavement* (sidewalk), and *square* (city block). A few words with Philadelphia origins have since gone on to more widespread usage: *hoagie* (submarine sandwich), *yo* (hey, hello), and *hot cakes* (pancakes), and others have become obsolete, such as *coal oil* (kerosene).

Ultimately, linguistic research in Philadelphia has had a far wider application than just describing the speech of that city. It has been instrumental in disproving the commonly held notion that within 50 years we will all be speaking a homogenized American English straight out of the evening newscast. In fact, American dialects are now more different from each other than they have ever been, and despite any influence from the national media, in places like Philadelphia they are continuing to evolve along their own lines.

Claudio Salvucci is an author from Holland, Pennsylvania. His books include *A Grammar of the Philadelphia Dialect*, *The Philadelphia Dialect Dictionary*, and *A Dictionary of Pennsylvanianisms*.

iladelphia

Riot in Philadelphia, June 7, 1844



Stock Exchange in Philadelphia, ca. 1926

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Affirming The Language Learner

Thomas Kane examines the role teachers play in helping foreign students learn a new language.

This is my 40th anniversary as a language educator; I am convinced that our classrooms should not be a substitute for sensitivity sessions or group therapy. However, the language teacher is in a very influential position to enhance the learner's self-esteem. It is possible to create an ambiance where affirmation of the learner is of significant value.

Affirmation

The word *affirmation* comes from the Latin affirmare, and it means to make strong, to build up, and to make firm. Affirmation implies assent, agreement and consent. The very foundation of affirmation is the relationship of the language educator with the learner. This approach to the learner testifies that kindness is more effective than coercion. However, the approach also proposes that firmness is more effective than permissiveness.

Communicative Approach

It is noteworthy to consider the thoughts of Earl W. Stevich in his book *Humanism in Language Teaching* (Oxford, 1990): "Perhaps the most characteristically human emphasis of the Communicative Approach is in the relationship, not only between sentences and meanings, but also—and more important—between discourse and life. Students are given reasons for communicating, not just instructions on how to communicate should they ever need to. This emphasis places a high premium on social and mental reality—on genuineness—so much so that even interpersonal elements in an activity, a role-play for example, are to be avoided if they are spurious."

The Communicative Approach, even in lesson planning, is involved with social events, (Ur, 1998). The learners are freed from wasted efforts; i.e. from studying a great deal that will be of no value to them once they leave the language classroom. In addition to freeing the learners from the demand for immediate correctness, this approach opens the way for language instruction that affirms the learners being adults intellectually while it recognizes them as linguistic infants.

Relationship Building

John Saphier and Robert Gower in their excellent tome, *The Skillful Teacher* (RBT, 1997), list teacher traits which are repeatedly mentioned as important by learners in interview studies when they are asked about their teachers. Let's look at these traits with reference to language educators:

Fairness—without this trait there can be no affirmation of the student. The learner needs to perceive the educator to be fair not only in grading or evaluating, but in making lesson assignments, oral expectations, arbitrating conflicts, giving assistance, and realistic goals.

Humor—Asher's Total Physical Response assures educators that it is all right to have fun while learning. Humor strikes responsive chords in all cultures.

Courtesy—a courteous gesture or word from the educator echoes loudly. Praise is valuable in motivating the language learner.

Respect—language educators who value courtesy are usually firmly rooted in respecting the learner. This respecting of the student is of the essence to affirmation. Errors can be corrected respectfully without using putdowns, or without making the learners feel dumb because they don't have the educator's level of fluency. Praise has to be genuine and individually creative.

Realness—I often tell my teaching interns that they must "own" the classroom. But, by ownership I do not mean power. It is obvious that the educator has been given the power to be in the classroom by the teaching institution. I'm talking about ownership that is authority, not a know-it-all attitude, but truly an author of the classroom.

Appearance—it is important to note that learners describe educators presenting a pleasant appearance with high regard. Clean clothes, good grooming, and neatness are signs of respect from the teacher.

Reestablishing Contact—the educator who values affirming relationships conveys the message that there are no grudges being carried between educator and learner. Affirming interactions present the return to normalcy.

Active Listening—reflective listening feeds back to speakers the content of their remarks and thus affirms that they have been heard. Active listening is the feeling component to the feedback, and the listener restates the feeling of the speaker aloud. Educators who use active listening are communicating concern for the learner's personal feelings. "She really listens to me" is a common verbalization that learners make about educators they like and respect.

Motivation—I would like to offer you encouragement and appreciation. As a language educator, you have been enriched and your perspectives immeasurably broadened through the study of language, culture, and literature. It has made a difference in your life and you want to convey this to your students, where, hopefully, it may make a difference in theirs. But in today's global economic village there is a compelling new and more pragmatic reason for all of us to learn languages.

Learning language is not only a humanistic pursuit in which we encounter the great ideas and enduring values of civilization—perhaps it is the ultimate humanistic pursuit—it is necessary for our global economic survival and well being. And you as language teachers have a critical role to play: teaching students to actually use the language, teaching them cultural awareness and sensitivity, expanding their minds to help them become better global citizens.

Dr. Thomas A. Kane is Educational Director of Worldwide Teachers Development Institute. His book *Teach American English Around the World* (Abbot Press, 1999), contains information about intensive teaching programs as well as the global job market. He can be reached at Mexico@BostonTEFL.com

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TOEFL Introduces Com

Gena Netten reports on the introduction of TOEFL computerized tests in Asia and the impact the move will have on the exam's author, **Educational Testing Service.**

In October 2000, Educational Testing Service (ETS), which develops the TOEFL exam, will introduce the computer-based version of the test (CBT) in Bangladesh, Hong Kong, India, Japan, Korea, Pakistan, Taiwan, Thailand, and Vietnam. The paper-based version will continue to be given in the People's Republic of China.

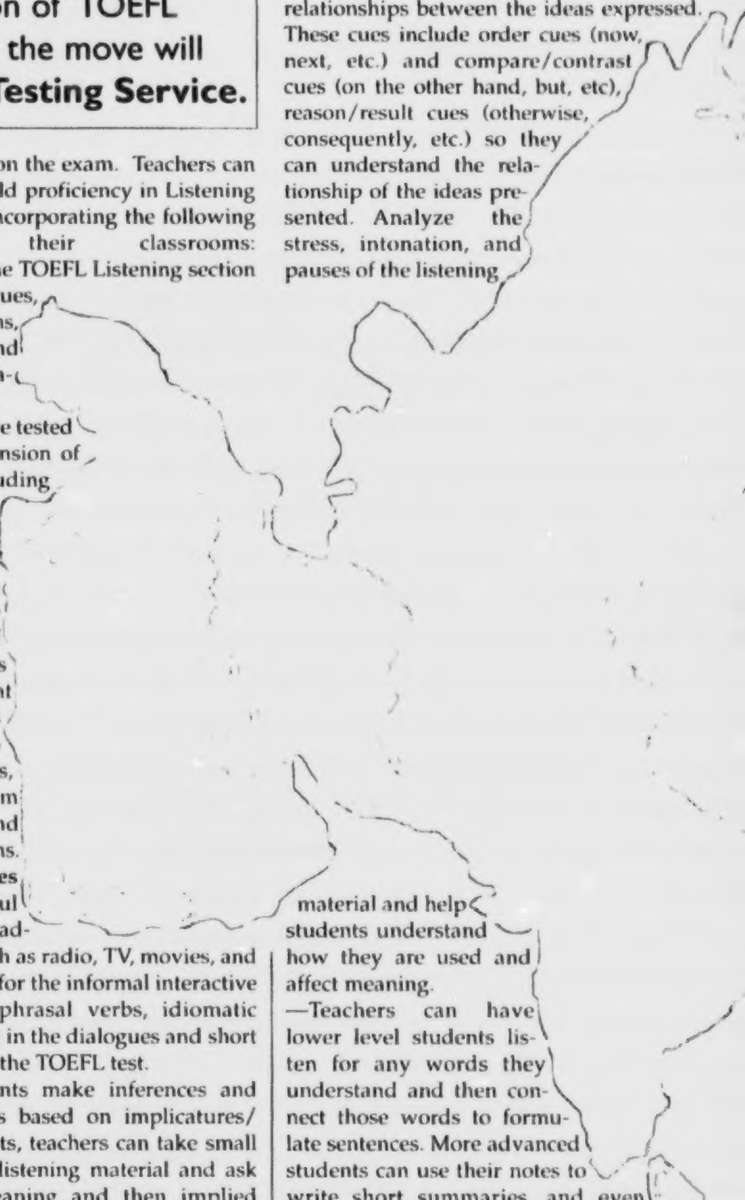
The introduction of the computerized exam in Asia is a major move for TOEFL because the greatest percentage of TOEFL test takers are from this region. Tens of thousands of Asian students studying in the U.S., the U.K., Australia, and other places have already taken TOEFL CBT.

Computer Familiarity

Certainly one of the concerns when introducing the computer-based test in any area of the world is that of computer familiarity. During the development stages of the test, some educators expressed concern that, because many international students have limited access to computer technology and the Internet, they would be at a disadvantage with the computer-based TOEFL test. To address these concerns, in 1996 ETS conducted a computer familiarity study that discovered that after examinees took a specially designed TOEFL tutorial, their performance on the computer-based test was not significantly affected regardless of their computer familiarity level. This same tutorial is given at the beginning of every TOEFL CBT test session. In a follow-up study in 1997 ETS found that TOEFL examinees' access to computers and the Internet was increasing rapidly.

Building Skills For TOEFL In The Classroom

Probably the two most difficult TOEFL sections for test takers are Listening, which requires discourse-level comprehension and inferencing skills, and Writing, which requires communicating a response to an assigned topic. No longer can students merely memorize structures and vocabulary if they wish to do well on the TOEFL test; if test takers are not able to produce written communication for the essay, they will probably not do well on the exam. Teachers can help students build proficiency in Listening and Writing by incorporating the following ideas in their classrooms:



LISTENING—The TOEFL Listening section consists of dialogues, short conversations, minilectures, and sometimes, academic discussions.

Examinees are tested on the comprehension of main ideas, including the comprehension of order of a process and categorization of topics or object. The comprehension of supporting ideas and important details is tested, as is the ability to make inferences, particularly from the dialogues and short conversations.

Making inferences

—It is very helpful to listen to nonacademic material such as radio, TV, movies, and music to prepare for the informal interactive language (e.g., phrasal verbs, idiomatic expressions) used in the dialogues and short conversations on the TOEFL test.

—To help students make inferences and draw conclusions based on implicatures/ implied statements, teachers can take small segments of the listening material and ask about literal meaning and then implied meaning: What does statement X imply? Does the speaker possibly mean something else?

Comprehending main ideas and important details

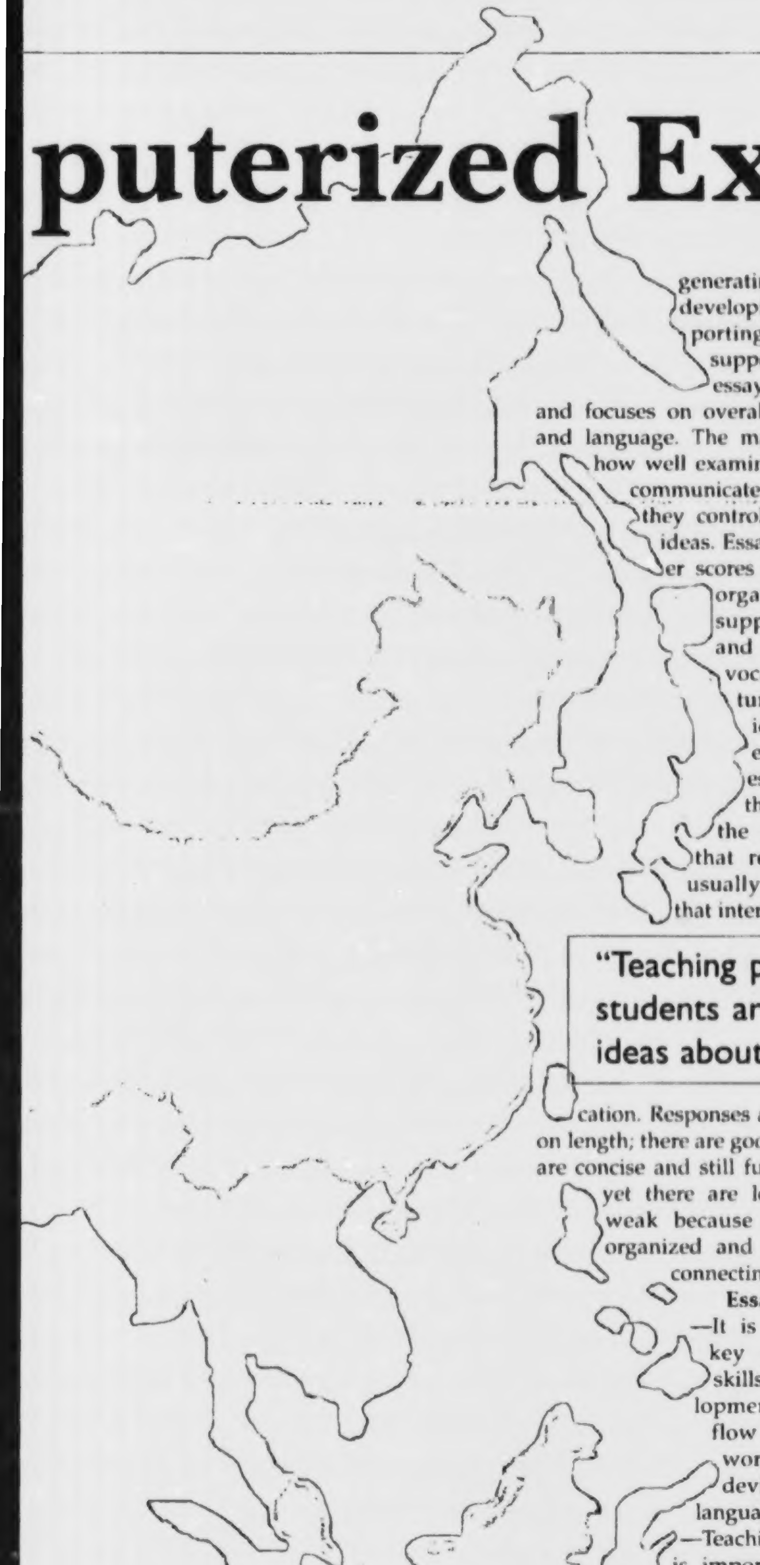
—Again, teachers can have their students listen to academic listening materia, with and without taking notes, and focusing on main ideas. Have students identify important cues that are key to understanding the relationships between the ideas expressed. These cues include order cues (now, next, etc.) and compare/contrast cues (on the other hand, but, etc), reason/result cues (otherwise, consequently, etc.) so they can understand the relationship of the ideas presented. Analyze the stress, intonation, and pauses of the listening material and help students understand how they are used and affect meaning.

—Teachers can have lower level students listen for any words they understand and then connect those words to formulate sentences. More advanced students can use their notes to write short summaries, and even more advanced students can summarize the material orally and have free discussions about it.

—Teachers can have students predict possible questions in groups, then exchange questions with other groups and answer together in groups. This could be made into an enjoyable activity such as a gameshow.

WRITING—The TOEFL essay is assessing the ability to produce a written response by

puterized Exam In Asia



generating, organizing, and developing ideas and supporting those ideas with support or evidence. The essay is scored holistically and focuses on overall quality of writing and language. The major emphasis is on how well examinees use language to communicate ideas and how well they control the progression of ideas. Essays that receive higher scores typically have clear organization, provide support and evidence, and use a variety of vocabulary and structures to communicate ideas clearly and effectively in responses that clearly address the assigned tasks. On the other hand, essays that receive lower scores usually contain language that interferes with communication. Responses are not judged solely on length; there are good shorter essays that are concise and still fully address the task, yet there are long essays that are weak because they are not well organized and ramble on without connecting ideas well.

> **"Teaching prewriting skills is important because many students are not accustomed to generating their own ideas about a topic."**

Essay-level writing

—It is important to teach key essay-level writing skills: organization, development and coherence/flow of ideas, linking words and cohesive devices, in addition to language use.

—Teaching prewriting skills is important because many students are not accustomed to generating their own ideas about a topic and then organizing their thoughts before starting the essay. One common prewriting activity involves mapping main ideas and clustering supporting details and evidence.

—Teachers can have their students write essays using the TOEFL topics (listed in the Bulletin and on the Web site), and students can work in pairs or groups to discuss the strengths and weaknesses of each essay and suggest how they could be improved (e.g., include more details or examples, be more organized, use vocabulary or grammar that is more clear or accurate).

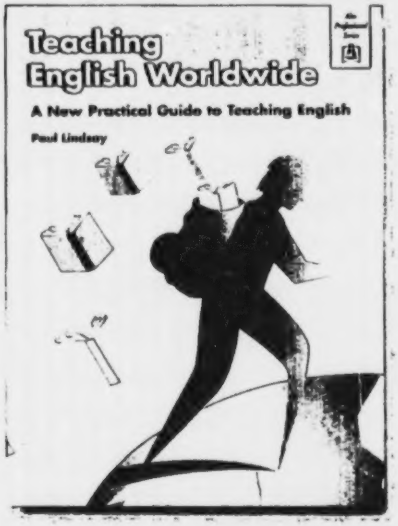
—Students can also compare their essays with the examples in *POWERPREP* software, analyzing the differences so that they (or teachers) can estimate their essay ratings. For a full list of skill-building activities relevant for the TOEFL test, please refer to the TOEFL Web site (www.toefl.org).

Test preparation materials

ETS maintains that the best way to perform well on the TOEFL test is to learn English well. But no one can deny that students around the world have demanded test preparation resources and classes. In an effort to educate students, teachers, and institutions alike, ETS is sponsoring seminars in some of the countries where the new test is being introduced.

A large number of Asian test takers have registered for the computer-based test since August 1, when registrations for the new test were first accepted. A record number of test takers are requesting a free copy of the TOEFL Sampler CD-ROM, which is available only during an introductory period from ETS representatives in Asia. (See the TOEFL Web site for the list of Asian representatives.) The Sampler consists of 67 practice questions, including samples of all the new types of questions test takers will see on the exam. Many Asian test takers are purchasing TOEFL's *POWERPREP* software package that consists of two timed practice tests and gives score ranges at the end of each so that students can estimate how they might do on the real test.

Gena Netten, Associate Program Director, TOEFL, Educational Testing Service, Princeton, New Jersey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PAUL LINDSAY, A PERFECT TRAVEL COMPANION

Teaching English Worldwide: A New Practical Guide to Teaching English
Paul Lindsay
San Francisco: Alta Book Center Publishers, 2000. 402 pp. $25.95

OKAY, so you want to travel the world. But you don't want to be just another tourist. And you want to make some money while you're traveling. But that bar job in Bangkok doesn't really grab you. What about teaching English for a living?

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1. Everyone in the world wants to learn English.
2. You sort of, like, speak it.

I'm assuming that speaking English comes easily to you. But the ability to teach the language might not be so effortless. So, before you hit the road, Jack (and Jill), get qualified as an EFL/ESL teacher! There are plenty of excellent teacher training courses out there (and a few pups as well, so beware). And now here's a book fresh off the presses that me and just about every other peripatetic EFL teacher wish WE could have had when we were new to the game and planning lessons for those pesky kids with the mother of all hangovers to boot.

Paul Lindsay's book is long overdue. Sure, we always had the Headway Teacher's Guide and I'll never forget the "Sam" series, no matter how much I try (does anyone else know what I'm talking about?) but we didn't have a single book that explained to us how to organize our lessons—and ourselves—as teachers.

Lindsay is the voice of experience. I'm sure many ALR readers have heard of the St. Giles Colleges in the U.K. and the U.S. and will know that Paul founded the schools and their teacher training programs. His pedigree is evident in his approach to this book. He understands that, in order for native speakers to be effective teachers of English, they require some knowledge of how our language works and an awareness of why we say things in a certain way. This is useful for us English speakers who didn't get taught grammar at school – if you know what I mean... Also, Lindsay recognizes that teachers need to make classes interesting for students (who often don't want to be there) and for themselves (because, sometimes, we don't want to be there).

Lindsay's book answers all the usual questions new teachers will have about planning lessons, managing the classroom, correcting papers and testing students. There are so many ideas and suggestions in this book, it makes it difficult to pick one section out although I did get a great kick out of the "Teaching with Games" chapter (lots of alternatives to "Hangman" here, folks).

So, my advice to you readers about to travel the world and teach English is to make sure you don't forget your toothbrush, passport, airline ticket, credit card... and a copy of this book. You'll make a lot of friends along the way but unless (a) you get real lucky; and (b) you're not serious about teaching, you won't find a more constant companion than Paul Lindsay.

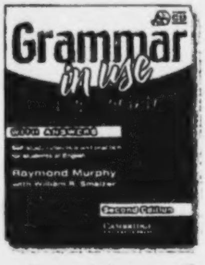
Neil Anderson ("Mr. Buzzbee" to his students) has taught English as a foreign language since 1979 in Beirut, Marrakech, Katmandu, Kabul, Bangkok and Istanbul. He is currently Head of English Language Training, Gulf Teachers' College, Doha, Qatar.

TAKING THE SCARE OUT OF GRAMMAR

Grammar in Use Intermediate
(Second Edition). Raymond Murphy
New York: Cambridge University Press, 2000, 340 pp.

Possibly the most frightening English word for a student is "grammar." But this needn't be the case. A good grammar book should, in my opinion, offer the student a balance between explanation and practice.

Raymond Murphy has written a number of excellent grammar texts and this title is a new edition of an old favorite originally published in 1989. Like its predecessor, the newcomer has a similar format with clear explanatory notes, illustrations and examples on the left-hand page and progressive exercises on the right. There is an audio CD with recordings of example sentences and nine units of new material.



As a combination reference grammar and practice book, it covers many of the problems intermediate students encounter, including tense usage, modals, conditionals, subjunctive, prepositions. It is user-friendly and comprehensive; it contains easily identifiable units, which allow students to focus on their weaknesses. My version contained an answer key so that students can check their progress but there is another version available *sans* answers. Additional exercises are cross-referenced and employ realistic exercises for extra practice.

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◄◄ book makes it easy to understand and also a useful reference guide for any teacher. It explains all basic and advanced rules (and exceptions) of English language with unsurpassed clarity. My trainee EFL/ESL instructors are of the opinion that they cannot "bear to live without" this book, especially when they are fielding questions from the more advanced students who often ask why something is said in a certain way. Also, students preparing for the TOEFL examination will find this text to be very valuable and I would suggest that they buy this book before investing in one of the TOEFL preparation kits on the market.

Raschida Hamou, Professor of Foreign Languages, Université de Lille, France.

ENHANCING YOUR CLASSROOM

Enhancing English Language Learning in Elementary Classrooms

McHenry, Illinois: Center for Applied Linguistics, Sunbelt Office and Delta Publishing Company, 2000. $149.95 (Complete Program), $125.00 (Trainer's Manual & Study Guide), $9.95 (Study Guide).

AS THE new academic year gets under way, many elementary schools in the U.S. will be enrolling limited English proficient pupils in record numbers. As a result of this trend, teachers are being asked to adapt their curriculums and instructional strategies for students learning English as a new language. This new professional development program is designed for both pre-service and in-service use by teachers whose classes include English language learners. It can be used in a variety of program models such as "pull-out" classes, mainstreaming, and bilingual education.

The program includes a trainer's manual (a transcript and transparency masters), a study guide (handouts and materials), and a video, which provides observations of the strategies that can be used in classrooms. The program introduces strategies that develop English language abilities for students using techniques such as cooperative learning and multicultural activities. The trainer's manual includes sections on "Learning to Read" and "Language Acquisition", as well as topics like "Culture", "Writing" and "Math." Most of the topics are well covered, although I would like to have seen more structured examples of classroom observations on the video.

"Enhancing" covers a wide variety of teaching strategies that require a teacher's time and commitment if they are to be used successfully in the elementary classroom. The program stresses the need for teachers to be experienced as educators before they attempt to teach LEP children and this is in no way a "quick-fix" package. School district administrators will find that they can adapt this program to suit their own particular needs when it comes to fulfilling their obligations to educate English language learners.

Jane Russo, San Bernardino County Schools, California.

DEALING WITH 'FAUX AMIS' IN SPANISH

Men Can Get Embarrassed Too!

Richard Firsten

Alta Book Center Publishers, 2000. $16.95.

THIS NEW book is designed to help Spanish speakers deal with the many false cognates or 'faux amis' (as my aging French teacher would say) that exist between Spanish and English. As teachers, we all know the problems (and jokes) that they create, so it is about time someone published a book devoted to overcoming them. Generally we deal with false cognates as they arise, but they do warrant specific attention, not because of their fundamental importance to language acquisition, but because of the embarrassment they create, which can destroy a learner's confidence.

The book is written in simple English and is divided into two sections: Words We Use Often and Words We Use Sometimes. Each section is divided into units according to word function and is followed by several exercises, some of which can be completed individually or in pairs. Students can work through the book in their own time and use it as a reference or it can be used as the basis of a class, maybe as a good way to end a hard day. Each false cognate is first of all defined according to its most common English usage and then the point of confusion is explained with the word that should be used. The explanations are clear and solve most questions. The exercises are fun and seemed to work well in reinforcing the differences in meaning for my class.

One of the best aspects of this book is that it is suitable for all age groups, as it is straightforward without being condescending. In fact, it is also very useful as a teacher's guide to false cognates – I've already found that I'm using the definitions I've picked up from it and saving lots of time in class.

This is a useful book, which has been well thought out and designed. My review copy was a pre-publication version without an index, which will make it much more useful from a teacher's perspective, so I hope that the published version has a comprehensive and clear index to complement the rest of the book.

Ginger Holmes has tutored EFL students in Chile for more than two decades.

EXPLORE THE INTERNET WITH HELPFUL GUIDE

Internet for English Teaching

Mark Warschauer (Ed.)

Arlington, Virginia: Teachers of English to Speakers of Other Languages, Inc., 2000. 178 pp. $TBA

TEACHERS familiar with Warschauer's book *E-mail for English Teaching* will welcome this new title, which, essentially, is an updated version of the original bestseller. This compact book reflects how quickly the use of the Internet as a teaching medium has expanded over the five years since Warschauer's book was first published. Teachers will find the sections on multimedia authoring, distance education and networking for professional development very useful. I liked the supplement about creating web pages and the glossary of computer terms. In fact, all the material dealing with technical aspects of teaching online is presented in logical and easy-to-follow sections that should be comprehensible to even the most technophobe teachers.

I have a few caveats: Appendix C ("Journals for Further Reading") looks like it was hastily put together without much thought given as to what links to include. Also, I think the section about online courses for teachers could have been expanded. But these are minor quibbles. *Internet for English Teaching* is an invaluable resource for ESL teachers whether they are just starting to explore the capabilities of web-based teaching or if they are experienced webheads who want to stay current with the latest developments in Internet teaching.

Jeff Byng, Dept. of Computer Sciences, Bandung Institute of Technology, Indonesia.

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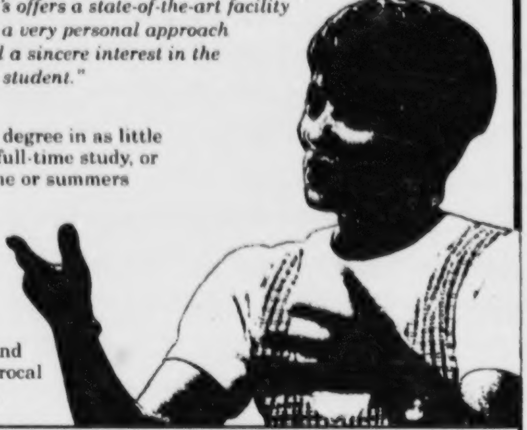

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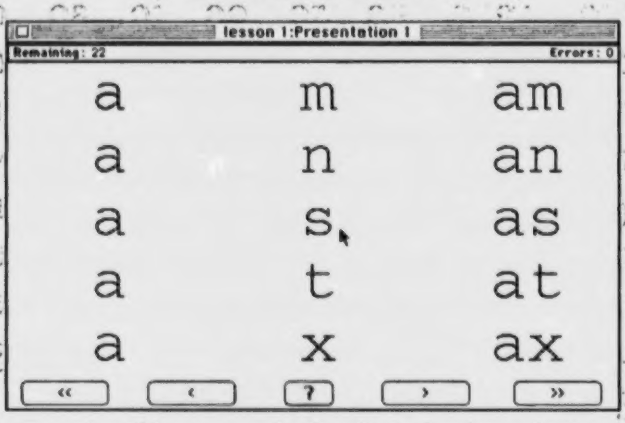

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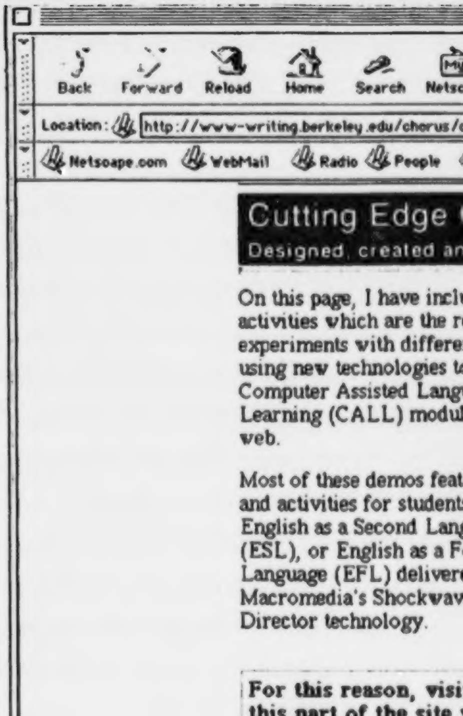
Technology Slices Through The Language Barrier

Jim Duber talks about his innovative use of technology in creating software for ESL learners. **Barry Bakin** asks him about his work.



Location: http://www-writing.berkeley.edu/chorus/c

Cutting Edge C
Designed, created an

On this page, I have inclu
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http://www.duber.com/flashtest/index.html

You are perhaps most well known for the "cutting edge" work with technology and language instruction, displayed on your website "Cutting Edge Call Demos". It showcases several samples of language lessons that can be created using latest development software. Can you tell us a little bit about the historical development of the site?

In 1994 I was invited by Todd Blayonne, of McGill University, to join a team of volunteers in creating *Chorus*, a web-based resource for professionals in humanities computing under the sponsorship of McGill University (later our sponsorship would move to the College Writing Programs at UC Berkeley) and the National Library of Canada. The internet was brand new and I was brought on as Editor of the section on Computer Assisted Language Learning. There were other sections on Electronic Research, Composition, and Bible Analysis. The primary focus was on product reviews—especially CD-ROMs and textbooks. Early on in 1996, I launched the *Cutting Edge CALL Demos* as a featured subsection linked to *CALL@Chorus*. We already had a growing list of product reviews underway, and like most other CALL sites of that time, we had a page of links to other CALL resources. I wanted to add original content to the site that would interest instructors, researchers and students alike. That's pretty much how the *Cutting Edge* site got its start. It's been an invaluable way for me to field test and share some of my ideas and experiments with the new web-based technologies such as *Shockwave*, *JavaScript*, *RealAudio*, *QTVR*, and *Flash*.

An interesting component of the site is a 360 degree virtual tour of your apartment, which is used as the basis for a reading and listening exercise. As the user moves around your apartment feedback is given at different locations. Movement is controlled by the user's mouse. How did you create this.

That's a module entitled *My Apartment: The Game.* I created it using Apple's *QuickTime VR* (QTVR) technology in early 1998 with only a very cheap digital camera, poor lighting and no tripod (by no means a professional production). The first step was to photograph a series of still shots by standing in one place and turning slightly while taking a sequence of about 16 overlapping photographs. A tripod is usually crucial for this kind of work, but I was just making a rough draft. The quality of the outcome was better than I expected and I was able to use the rough images. After transferring the digital shots to my computer, I touched them up a bit in *Adobe Photoshop* and then brought them into Apple's *QTVR Authoring Studio* to align and "stitch" them into a navigable 360 degree interactive movie with clickable hotspots. I then added a listening prompt using *RealAudio* and added javascript code to display textual feedback when users click on various objects in the apartment scene. I revised the programming last year to take advantage of some new features in Apple's *QuickTime* software but couldn't reshoot the images with a better camera because I no longer live in the same apartment.

What other types of exercises do you envision using this type of three-dimensional environment?

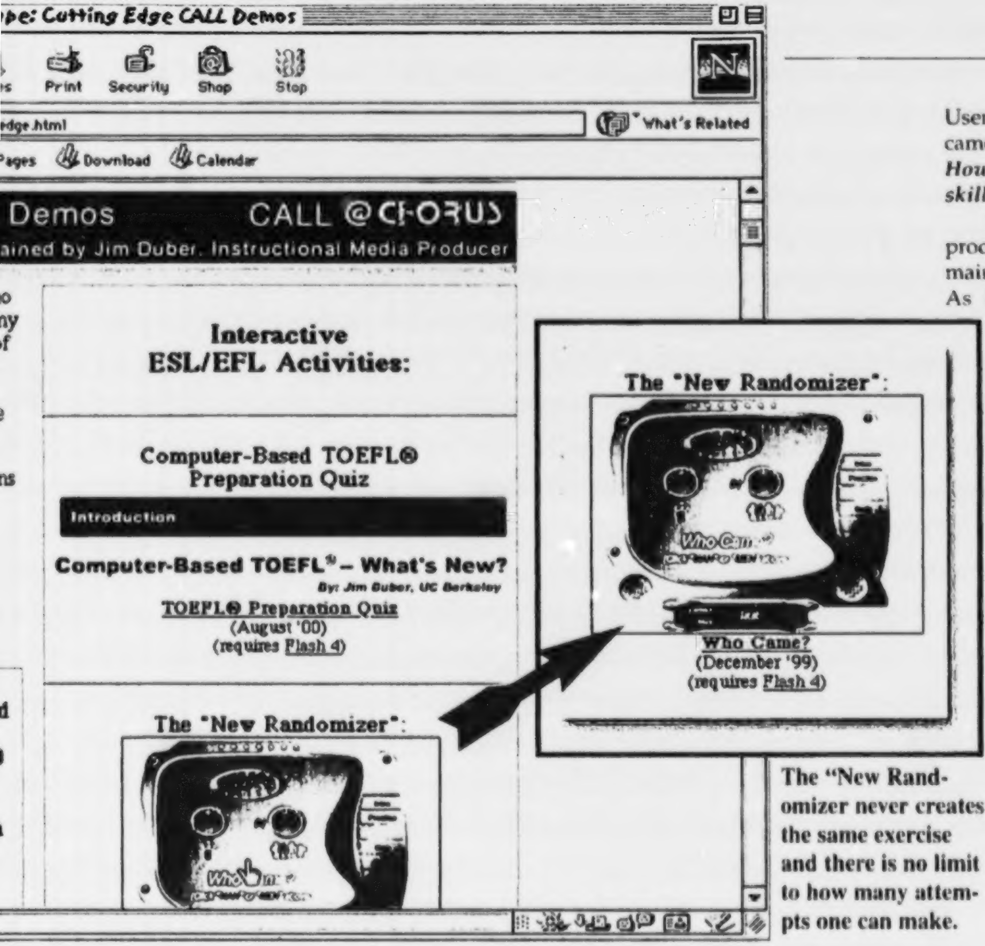
QTVR is an ideal technology for creating simulations and exploratory game environments. It's a cross-platform solution and very appealing visually. In addition to three-dimensional scenes, you can create three-dimensional objects which a user can "pick up" with a mouse click and then drag around to view from all sides and angles. These are great for vocabulary building games. And now you can integrate directional audio and link to video and other multimedia in *QTVR*, so it can be used quite effectively in multi-skill language activities.

You mention the term "directional audio" Don't computers just have audio?

When you move around a QTVR panorama, which has directional audio programmed in, you will hear different sounds play depending on which direction you're facing and the audio track can pan from left to right and get louder or softer as you turn. It's quite a realistic effect.

There is only one example of this type of exercise on your site. Is this due to the difficulty of creating the exercise itself? Does the amount of time necessary to create these types of lessons limit their usefulness as teaching tools?

It is a rather time consuming process—not the kind of thing that teachers can be expected to throw together in their spare time. Also, the hardware and software required are rather costly. As for the *Cutting Edge* site, I've mainly been too busy with all sorts of other projects and technologies to



Demos CALL @CHORUS

ained by Jim Duber, Instructional Media Producer

Interactive ESL/EFL Activities:

Computer-Based TOEFL® Preparation Quiz

Introduction

Computer-Based TOEFL® – What's New?

By: Jim Duber, UC Berkeley

TOEFL® Preparation Quiz (August '00) (requires Flash 4)

The "New Randomizer":

The "New Randomizer":

Who Came? (December '99) (requires Flash 4)

The "New Randomizer never creates the same exercise and there is no limit to how many attempts one can make.

add more *QTVR* lesson samples. Also, they tend to be large files that require more bandwidth than the typical modem connection, so they are still more appropriate for distribution on CD-ROM.

Another exercise at the site is called "The New Randomizer". What do you mean by that and what is unique about this lesson?

In the early part of 1997, I started adding a series of minimal pair listening activities I created using *Macromedia Director* authoring software. *Director* (and the *Shockwave* files that it exports) offers a very powerful scripting language called "Lingo", with which I created the original *Randomizer* exercises. It's called the *Randomizer* because it's never the same exercise and there's no limit to how many attempts one can make. Recently, with the incorporation of a scripting language called *ActionScript* into *Macromedia Flash* version 4, it became possible to recreate these exercises in files using the Flash format. The *Randomizer* was a perfect match for the capabilities of Flash 4 so I added *The New Randomizer* to the site in order to feature what *ActionScript* and MP3 audio added to the already well-developed animation capabilities of previous versions.

When you first started creating Internet ESL exercises did you consider yourself to be primarily an English teacher with an interest in technology and computers or did your technical interests predate your ESL career?

Definitely the former—I completed an MA program in Linguistics with emphasis on TESL/TEFL at the University of Michigan in the late 70's and then taught full-time in the US and abroad for 12 years. Believe it or not, I had always hated computers and didn't know how to type at all. In college I spent a fortune hiring out typing on term papers. My interest in educational technology started in the mid-80's. At the time, I was an ESL instructor at UC Berkeley Extension's English Language Program in San Francisco. I had two roommates and several friends working in the newly emerging multimedia industry. Their projects involved the production of corporate and consumer training on CD ROMs—very innovative for the time. At the same time, I managed to win a free subscription to the Prodigy Network and then I learned I could get a free Internet account with UC Berkeley. This was just a few years before the appearance of the Internet. I was fascinated with the two worlds—multimedia technology offered compelling visual and experiential environment, and the Internet offered a channel for worldwide communication via personal email, listservs, Usenet, Gopher, MOOs and the like. Along came the Web and I was hooked.

How have you obtained your programming skills?

I taught myself basic computing, word-processing and Internet skills on an old PC mainly through self-study over the Internet. As I mentioned, I had roommates and friends who worked in multimedia, and they were happy to provide some mentoring. With their help, I also managed to find an internship with a multimedia development group in San Francisco and I took several courses at San Francisco State University.

Do you still teach ESL in a classroom setting or has the focus of your career shifted to computer-based instructional media?

I generally teach a summer six-week ESL course through the College Writing Programs at UC Berkeley. This summer I'm leading a course in TOEFL Preparation with a focus on the new computer-based test. So, yes, I do still teach ESL a bit, though I have been doing more consulting and training in educational technology over the past few years.

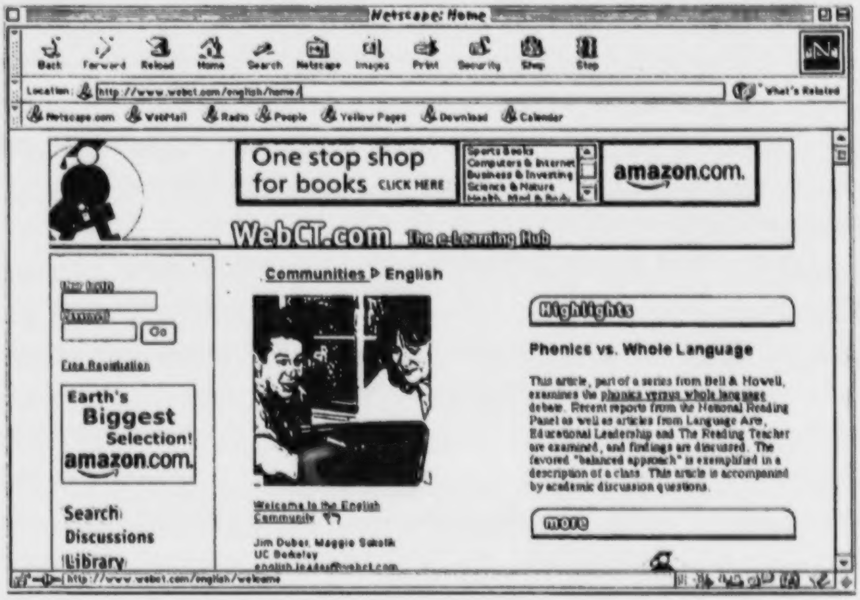
ESL instructors who subscribe to the TESLCA-L discussion list focusing on the use of computers in ESL instruction will already be aware that you have recently become the "list manager". What can you tell those of us who aren't familiar with TESLCA-L about the discussion list?

TESLCA-L is a branch of TESL-L. These are email-based Internet discussion groups. The main branch, TESL-L, is a forum for discussions focusing on general ESL/EFL topics. TESLCA-L, the branch that I manage, is dedicated to discussions on topics related to the use of computers and technology in the teaching of ESL/EFL. It has over 4,000 subscribers from all over the world. (Instructions for joining TESL-L and TESLCA-L can be found overleaf.)

What other ESL organizations or activities are you involved with?

I've been running an instructional media development and consulting company since 1992. It's called *duber dot com*. We specialize in online courseware, including instructional media design and development. I've been a regular columnist for the TESL-EJ (TESL-EJ is an online academic journal-ed. note) since 1996. With each issue, I write a feature called "On The Internet" with a focus on the most interesting issues of the day for online English language instruction. More recently, at the end of

➡



Phonics vs. Whole Language

This article, part of a series from Bell & Howell, examines the phonics versus whole language debate. Recent reports from the National Reading Panel as well as articles from Language Arts, Educational Leadership and The Reading Teacher are examined, and findings are discussed. The favored "balanced approach" is exemplified in a description of a class. This article is accompanied by academic discussion questions.

◄◄ 1999 I was named co-leader, along with Maggie Sokolik, of the *WebCT English Community*. Maggie and I are both long-time users of the *WebCT* platform, which led to us spearheading the development of the *English Community* on their newly launched e-learning hub.

What is the e-learning hub and how is it different than WebCT and what do you mean by "English Community"?

The WebCT platform is a set of online tools that assist instructors in building and managing highly interactive, highly customizable web-based learning environments. It's been available since 1997 and is currently the market leader. It's a great product and a great company—and I'd say that even if I didn't work for them. But, I don't work for the platform side of the company—as I just mentioned, I am a long-time user of the WebCT platform, recently hired to help develop the hub. WebCT's e-learning hub was just launched last January. The e-learning website, WebCT.com, provides teaching, learning, resources and online academic communities. Among the offerings in the *English Community*, for example, there is a set of course materials and suggested readings, moderated discussion forums and mini-courses on a variety of topics that would be relevant for teachers and students of English.

How much time do you spend on each of the activities that we have talked about and where do you find yourself spending most of your time?

On average, I work around 50 hours per week. I spend about 75% of my working days on tasks related to *duber dot com*. This includes meeting with new clients to formulate development plans, designing web sites and interactive exercises, programming, testing, revising, and training. The WebCT job takes up about 25% of my time. In my free-time, I work on development of the *CALL@Chorus* site, my column in the TESL-EJ, and managing TESLCA-L.

What suggestions do you have for ESL instructors who would like to acquire new skills in Computer Assisted Language Learning or would like to develop exercises similar to those you have created at the "Cutting Edge Call Demo Site"?

First off, I'd suggest that ESL instructors take it a step at a time, a challenge at a time. Decide what new CALL-related ability you'd like to master next, and then break it down into steps. Approach computer software and programming languages as you would learning a new language and then it's easy. Computer languages and software programs typically have a limited vocabulary and syntax, and language teachers are usually pretty good at internalizing new vocabulary and simple grammar rules. Some useful skills to focus on learning include; (1) HTML and graphic design basics, (2) multimedia authoring and production, (3) interactive writing and instructional design, and (4) digital publishing. Usually people choose to specialize in one of these areas, or even in a specific area within one of these groups. Above all, be flexible if you're looking for professional work in a CALL-related field. You might work freelance, or as a part-timer with a development company. In polishing your skills, I believe it can be very helpful to find a mentor or class. Or, apply for a short-term internship with a company that is doing the kind of work that you admire.

> "Approach computer software and programming languages as you would learning a new language and then it's easy."

Would you be willing to discuss whether or not you are doing better financially than you would have if you had stayed only with teaching? Is there a financial incentive for you or are you just doing this because it's interesting or more fulfilling to you?

I thrive on change, but a little at a time. So, when I first got into instructional media, it was as a hobby and to enhance my own classroom teaching. Later, when I realized how much I enjoyed working with educational technologies, I took some classes, did a lot of study on my own, and then managed to get an internship with a leading multimedia development firm in San Francisco. Over time, I built up a skill set and a clientele that allowed me to slowly transition from a full-time position as an ESL instructor to where I'm now running my own instructional media production business. I love the work and don't want to suggest that money is the main factor, but I can't deny that I'm also doing better financially now.

Do you think that there are professional opportunities for ESL instructors who might want to move into CALL from a production standpoint as opposed to teaching?

There is a growing demand for content writers, editors, and online instructors in addition to those with more advanced instructional design skills. The interest and enthusiasm surrounding Web-based learning is increasing at an incredible rate and with that so are the jobs.

Jim Duber's Cutting Edge Call Demos site can be found at http://www-writing.berkeley.edu/chorus/call/cuttingedge.html

Jim Duber or duber dot com can be reached at http://www.duber.com

TESL-EJ can be found at http://www-writing.berkeley.edu/TESL-EJ/

The WebCT English Community can be found at http://www.webct.com/english/home/

Barry Bakin is an ESL teacher for the Los Angeles Unified School District's Division of Adult and Career Education.

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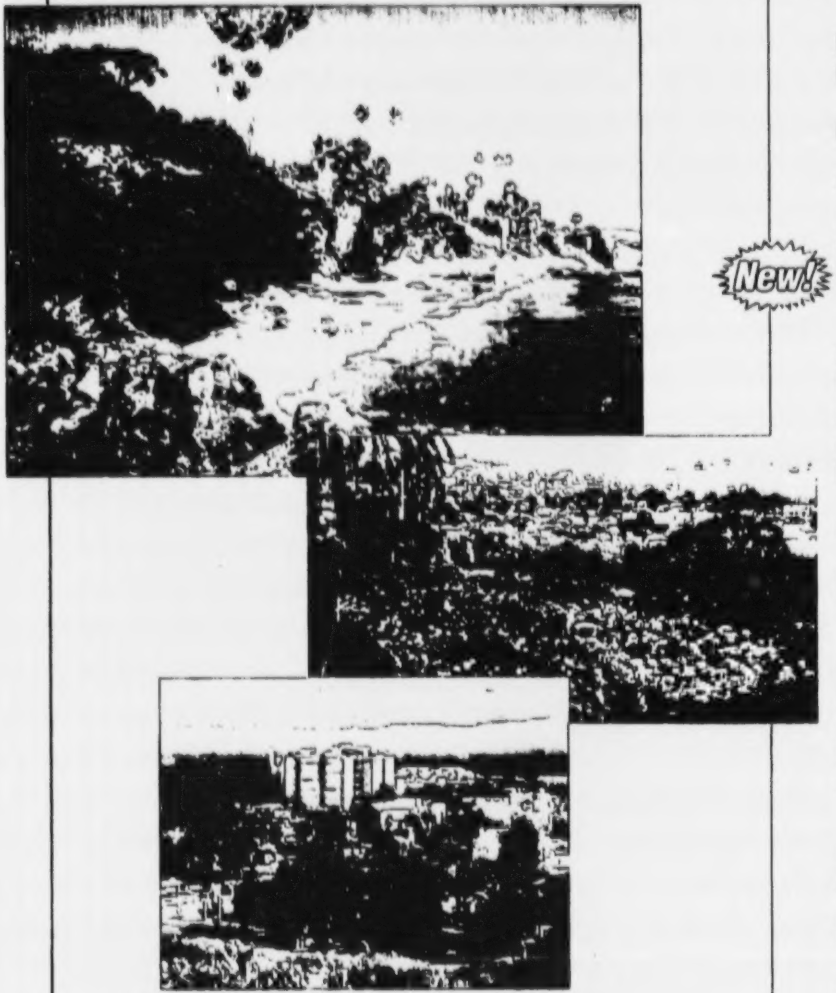

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Phonics Software: Under The Microscope

Michael Howard interacts with four of the latest phonics multimedia software titles to enter the language market.

Phonics Mastery

www.gamco.com
One computer: $188.95 ea.
Labs (5) $458.95 ea.
Internet/sites (unlimited): $1619.95

This software is great for children who have just started learning to read. Easily navigated and complemented by simple but effective graphics which don't clutter up the screen, the program is very basic. But this makes it great for new learners and especially those not familiar with computers.

There are three activities for students to gain experience: sound to letter, sound to picture and sound to word.

Phonemes, pictures and words are displayed and followed by a voice sounding them. Students are then asked to repeat what they hear and are tested by being asked to click on pictures or letters. They are tested until they get it right. As an incentive for learners to get it right and keep at it, there is a choice of three games when a section is completed. These are great fun for kids and are just right to keep them motivated. Simple to use student records let you know how your students are doing and there are many options available to teachers wishing to change specific parameters in the phonemic tests. Students will not get bored of *Phonics Mastery*.

Fair Voyage CD

$39 – 1 CD
www.arrowinc.com

This is a great user-friendly program for teaching students to develop their reading and comprehension skills. Aimed at the more advanced reader who already knows phonemics, this software teaches kids to read in English and Spanish, so is could be useful for bilingual teachers.

Students are entered into a fairground-style setting from which all the learning takes place. Having chosen from any of the categories such as animals, games and fireworks, they can then watch a full motion video of the action taking place.

The screen is left uncluttered with buttons which makes it simple to navigate and easy to use. At the end of each video clip a voice slowly reads out text which is simultaneously displayed a few words at a time on screen in order for the student to follow. A special section on comprehension teaches students about anything from syllables to synonyms and is useful as students can follow the text on screen as the voice reads. The content is plentiful although there is little variety in activities so once students have read and practised on a few topic areas there is potential for a little boredom. Fancy graphics have been spared on this program.

My Reading Coach

Mindplay
Single student edition: $99 Additional students on the same computer are $89 each. School edition: 1 computer - $5,000, 2 computers $7,000, 3 computers $8,000. Add $1,000 for each additional workstation.
www.mindplay.com

A rather comprehensive program, *My Reading Coach* could prove to be a little complex to the younger user. With 47 teaching activities to choose from, an array of graphics and many clickable options on each screen, it can get rather cumbersome. Despite this, once the activity gets going the program teaches phonics and spelling for English words at the student's own pace in a great interactive format. A professor talks to the student and teaches correct sound pronunciation and letter formation and then tests the student on what they have learnt. The program can automatically schedule review tests and reassign lessons as and when they are needed and tracks and reports children's progress.

Depending on which section you use, CD's have to be switched and this can be irritating once you are into the flow of the program. Changing CDs often means that it is a little cumbersome but the excellent interactivity makes up for this.

This is a must for children learning to read although it does require the help of an adult. ➡

Phonics Tutor

Consumer version
Macintosh (PTMACCD-01) $119.95
Windows 95/NT (PTW95CD-01) $104.95
School version
Macintosh (PTMACSV-01) $139.95
Windows 95/NT (PTW95SV-01) $139.95
PhonicsTutor teachers manual $49.95
www.phonicstutor.com

Lacking in the 'wow' factor, *Phonics Tutor* is a no-nonsense program which teaches students of all ages to read and spell. It is based on the *Alpha-Phonics* book by Sam Blumenfield and features all 128 lessons from within the book.

When you start the program, the first thing which springs to to mind is how visually unappealing the program is. Although once the program is in full swing, the educational benefits become apparent and the fact that it is a good user-friendly program, ideal for leaving the kids to their own devices.

In the Presentation Mode, phonograms, words and punctuation are taught. *Phonics Tutor* says each phoneme, sentence or word and highlights them on screen. Construction mode allows students to type in words sound by sound, one phonogram at a time. The Word Reading Mode displays words from the lesson with the student having to listen to the word *Phonics Tutor* says and then click on the one they think matches.

Phonics Tutor also contains over 3,500 words in spelling patterns and 600 dictated sentences in the Sentence Spell Mode, but the lack of graphics and poor interactivity detract from what is actually a good educational tool.

The no-nonsense, thorough method of teaching lacks the fun element within the other programs, but means there is no need for time consuming teacher training sessions.

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British language-learning software company EuroTalk*interactive*, has staked its claim as an industry pioneer with its latest teaching tool release—*Advanced Spanish – Querido Maestro*. *Querido Maestro*, for both Macintosh and PC, has crossed over into the world of *Digital Versatile Disk* (DVD) – the latest technology primarily used for high-qaulity home entertainment. But now, EuroTalk has incorporated the technology into a diverse and highly-interactive DVD-ROM learning tool. The product is aimed at *"people with intermediate or advanced Spanish"*.

Obviously, to run this software your computer needs to have a DVD-ROM driver installed—earlier models of either platform can not operate this software. The basic requirements for the Macintosh are a *G3* or *G4* processor or a DVD *iMac*, 128MB of RAM (with the virtual memory turned off), MAC OS 8.6 and higher and DVD ROM Drive. The *Windows* platform requires *Windows 98* or 2000, Pentium 200MHz, 64MB RAM, DVD-ROM drive, 16bit color display, 50MB of free disk space and a soundcard.

This is the first training DVD that I have used and I must say that I was extremely impressed with the quality of both the picture and the sound. For years people have been talking about interactive learning and I have always been disappointed by programs which don't really deliver, but with *Querido Maestro* you really feel that you're part of the action. My Spanish is quite good, but pretty rusty, so I found that I was soon able to get back in the swing of it without too much effort. Believe it or not, I actually started having fun while I was learning.

Querido Maestro is based on a popular episode of a Spanish television show of the same name. The software allows you to become one of the characters in the show, memorize lines through-out the show, which runs 60 minutes, watch the entire episode with Spanish subtitles and a variety of other features. Reviewing this product was an absolute treat. Not only was it instructional but very entertaining. For more information about the product visit www.Eurotalk.co.uk

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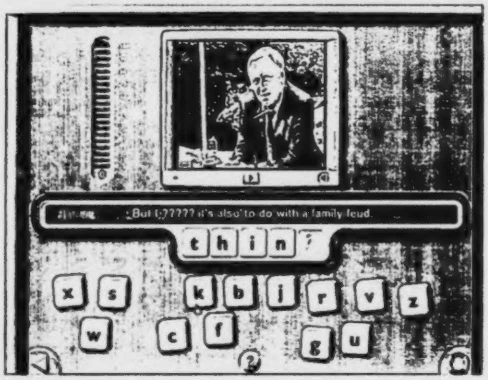

But I ????? it's also to do with a family feud.

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The Web'ster

Self-help On The Web

THE WEB IS making it easier for us to be teachers. Not only can our students find exactly what they are interested in on the Web and improve their language skills at the same time, but we can find aids that help us improve our teaching. One central resource for self-improvement for both students and teachers is ALI, *Apple Learning Interchange.*

Apple has created an online resource for teaching, learning, and, what they call, collaboration. The collaboration is weak since not many users have taken advantage of this well-designed section.

Perhaps there aren't many users, even though the audience is not limited to those with a Mac. ALI can be accessed by those unfortunates who labor with Windows.

At *Apple Learning Interchange*'s Home Page (http://ali.apple.com), the options are teacher-centered; students could find their way around the menus, but there is a lot of educator-specific information. Clicking on your students' grade-level, for example, takes you to topics of general interest to educators and content-specific guides. In one of the sections, Quicktime TV for Learning, students can take virtual field trips to outer space or to the Field Museum in Chicago and Ball State University. Last May these two institutions hosted *Sue Unveiled*, about "the largest, most complete, and best preserved Tyrannosaurus rex ever found." The Webcast (weighted towards opening speeches) was supplemented with lists of web resources, practice units, and online curriculum designed by the Field Museum. Students and teachers were encouraged to visit the ALI Forum (collaboration) where they can tell others what they thought about the Webcast and what they learned about dinosaurs.

Does that sound like language in context? Even though May is long gone, these events are archived so you can still participate. Check the ALI schedule for some of the fall Webcasts, which include the ever popular classroom topic, Exploring Ecosystems, as well as titles like Stories Written in Stone, Messages from Outer Space, and African History and Culture.

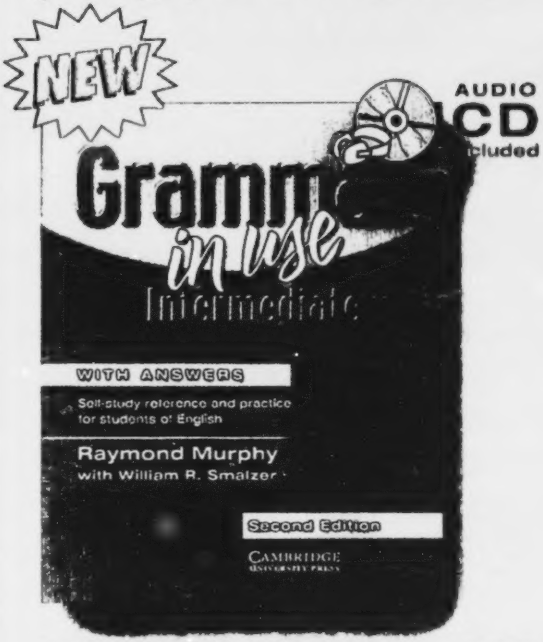
The advantage of these archived Webcasts is that a student can stop them and back them up to listen to missed words or thoughts.

One of the most useful of the features of ALI is the Resources section. Here you can review, what Apple calls, UOP, Units of Practice. A teacher in need of some good ideas for lessons can sort by subject, age level, keywords, language, and contributor. The search results are marked if the lessons correlate with state and national standards. I did a quick search on English and found units on Persuasive Writing, This Date in History, Transforming a Story, Giving a Persuasive Presentation, and Transforming Dialogue. The units are rated by the users with the 5-star lessons presented first, but you be the judge.

Not everything is free. If you feel like returning to school, ALI offers Apple Learning Professional Development. This section lets you register, for a fee, for online courses such as Internet in the Classroom and Multimedia in the Classroom. I didn't check these out, so sign up at your own risk.

Lin Lougheed is president of Instructional Design International, based in Washington D.C.

PRACTICE MAKES PERFECT



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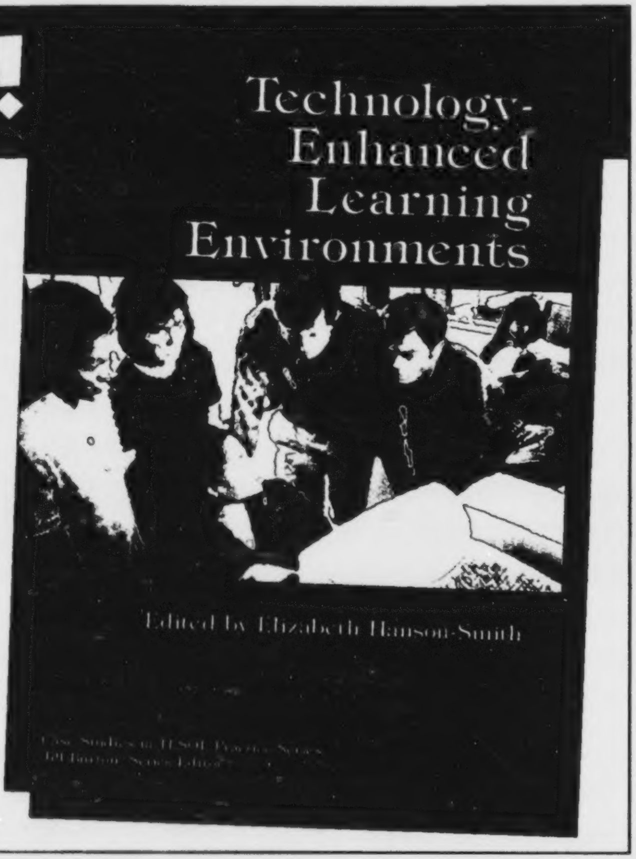
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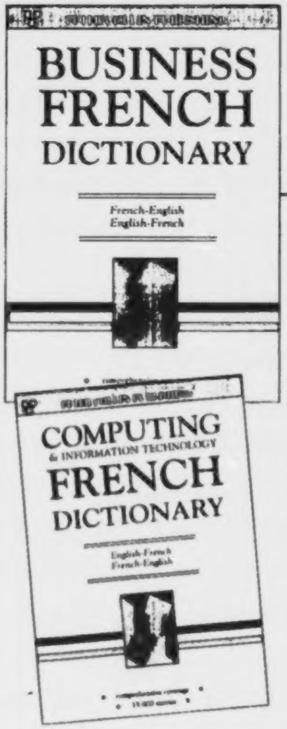
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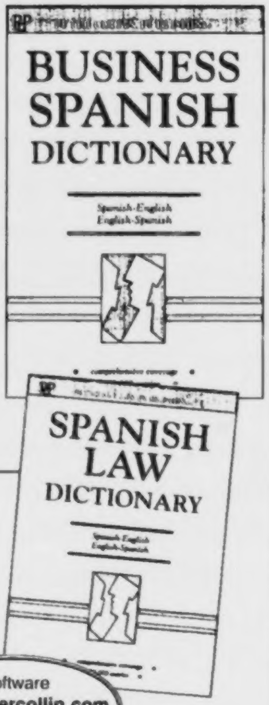
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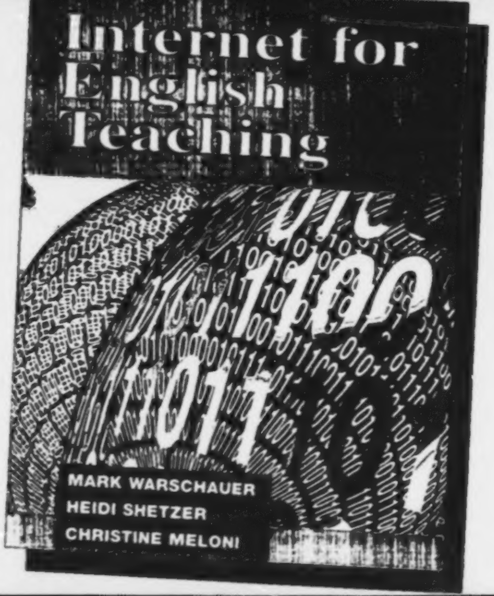
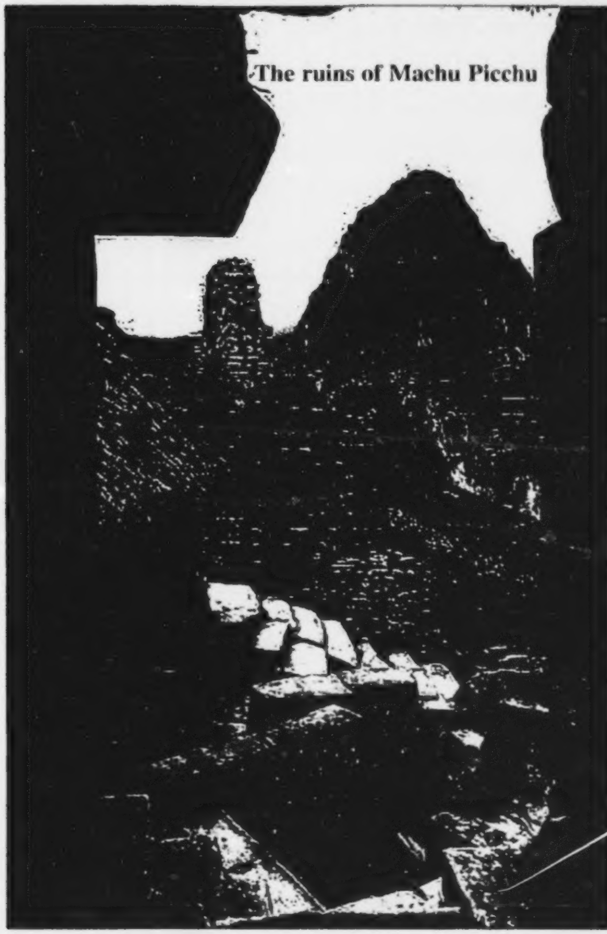



The ruins of Machu Picchu

Traveling On The Inca Trail

Adventurous students can practice their Spanish, and even some Quechua, when they travel the high roads in Peru. Josette Bonafino (with Ian Cross) reports.

"I wanted my students to see that there is more to the Spanish-speaking world than just Spain and Mexico," explained Colleen Hoffman, an Illinois foreign language teacher, who accompanied 15 Spanish students from Rockford East High School to Peru in June 1998. The highlights of their nine-day odyssey included Machu Picchu, the mysterious Lost City of the Incas, and the remote, floating reed islands of the Uros Indians on Lake Titicaca. "My students were fascinated by numerous similarities and contrasts both between our culture and Peru's, as well as within the diverse cultures of Peru," Hoffman said.

Rarely visited until recent years, tourism is on the rise in Peru after critical economic, political and health problems stabilized in the 1990's. Now, the country offers American language teachers a tangible opportunity to take their students off the beaten track for a truly extraordinary experience.

The country boasts tremendous geographic diversity, ranging from rain forest to sierra to desert and the coast; Peru possesses about 75% of the world's total classified ecosystems, creating unparalleled opportunities for every kind of adventure imaginable. There are extensive trekking, climbing, skiing and rafting opportunities in the Andes, including the famous Inca Trail, tackled annually by hikers from all over the world. In the remote Manu Biosphere Reserve, visitors can enjoy nature trails and canoe excursions while observing an astounding array of flora and fauna. The Colca Canyon, reputedly three times as deep as the Grand Canyon, is a popular destination for outdoor enthusiasts.

Traveling in Peru offers visitors a rare opportunity to come into close contact with indigenous people. Close to half the country's 23.5 million inhabitants are pure Indian, known as *campesinos*. When Hoffman's group was visiting the ancient Incan fortress of Ollantaytambo in the Sacred Valley, their local guide took them to the one-room, stone house of a local Quechua family. Hoffman's students were immediately transported back 500 years. "The floors were dirt, the roof was thatched and there were no windows or chimney. Guinea pigs raised for food scurried all over," she recalled. "The family cooked over an open fire and slept on the floor at night. Other than a single light bulb hanging in the middle of the room, not much had changed since the days of the Incas."

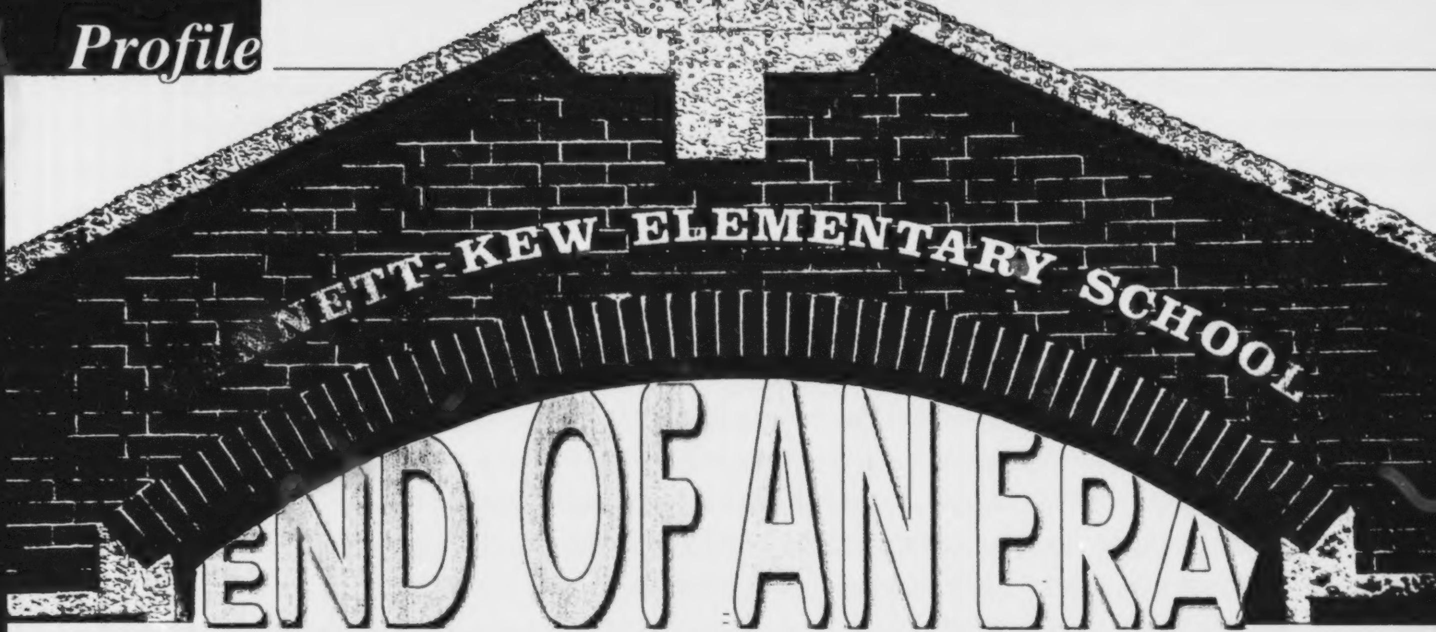
The arrival of the Spanish Conquistadors in Peru during the 16th century has created a unique blend of colonial culture and Inca archaeology throughout the country. At 11,000 feet, Cuzco, the former capital of the Inca Empire, in particular, is a stunning treasure trove. The hybrid of Spanish colonial architecture and original Inca foundations led to Cuzco's declaration as a UNESCO World Cultural Heritage City. Ancient Inca sites abound within two miles of Cuzco and further afield throughout the Sacred Valley - most notably the ruins of Machu Picchu.

Like many countries in South America, Peru provides good value for the budget-conscious traveler. A dinner of national specialties including ceviche, the seafood appetizer; papa rellenas, a stuffed potato dish and quinoa vegetable soup typically costs $6-$8 in a moderately priced Cuzco restaurant. A one-hour bus ride from Cuzco to the colorful market town of Pisac, costs a mere $1.50 each way. Beautiful, hand-made "alpaca pura" sweaters can be purchased from campesinos for about $10 - or less, depending on the haggling.

In June 2000, Hoffman will return with another group, retracing her steps in Lima, Cuzco and Machu Picchu, but this time ending the program with a four-night stay in Peru's Amazon Rainforest. The students will take a 150-mile journey down the Amazon River to go in search of caiman and visit a Yagua Indian village.

"There's a big world out there, and students should experience more aspects of it," said Hoffman, who encourages all teachers to take a more adventurous approach to student language travel. When hearing Hoffman recount her trip to Peru, a colleague replied, "What an eye-opening experience. I'd love for my students to meet a local Quechua family."

Culture Quest director, Josette Bonafino, hiked the Inca Trail and stayed with a local family on Lake Titicaca's remote Taquile Island in July 1999.



END OF AN ERA

For the first time in over a quarter of a century, Bennett-Kew Elementary will open its doors for the new school year with high expectations but without the leadership of Nancy Ichinaga.

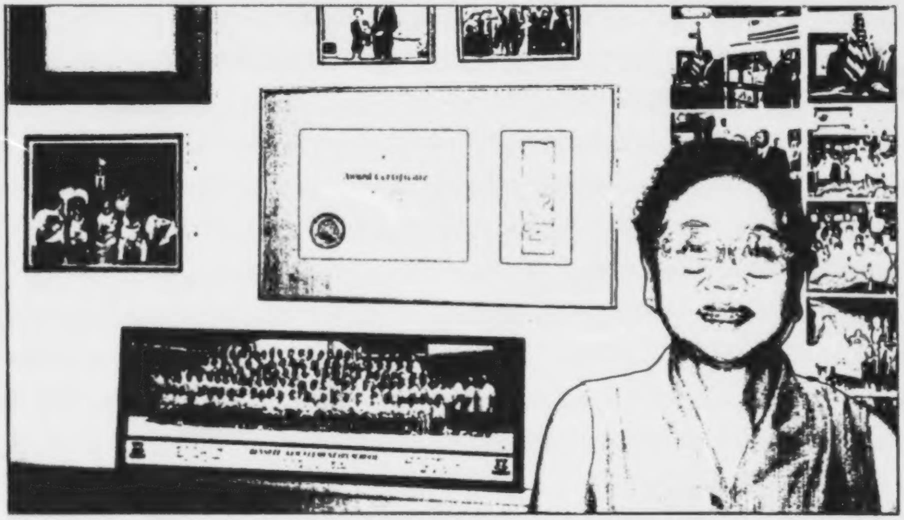
As principal of Bennet-Kew, Ichinaga brought the school both respectability and unprecedented success, and a legacy that will not be soon forgotten by parents and pupils in Inglewood, California.

For decades, the educational establishment has pilloried Ichinaga for banning bilingual education teaching methods in the school. But, over the years, her students have astounded the critics by producing test scores that set Bennett-Kew apart from other elementary schools in California.

Ichinaga took over the school (situated in a predominantly African-American and Hispanic neighborhood) in 1974—the year the first California reading tests were administered to all third graders in the state. At the time, the students' reading test scores were ranked in the 3rd percentile. Statistically that meant 90% of her students were defined as retarded.

"It was the fault of the program, because the teachers did what they were supposed to do," says Ichinaga, "I said we're not going to do that anymore, we're going to teach these kids."

She believed her students must be taught in English only in order to succeed.



Nancy Ichinaga retires after 26 years of success and controversy at Bennett-Kew School.

Retired principal Nancy Ichinaga talks to **Michael Howard** and **Chung Han** about her 26 successful years at Bennett-Kew Elementary School and the legacy she leaves behind.

The 70-year-old Hawaiian native says, "I grew up bilingual and biliterate. I think you can have bilingual education under that kind of system, but not under the California system where one replaces the other. In California with bilingual education you're supposed to teach the kids in Spanish, until they've mastered Spanish and then you're supposed to transition them into English. I don't think it makes any sense, so I didn't do it."

To improve test scores at the school, Ichinaga felt the best way to educate her kids was to do it the way she was taught. "I educated my kids like I was educated from day one. Everything was in English. In kindergarten they picked it up right away," says Ichinaga, "Not that I left them to sink or swim. I had bilingual aides who would help them over the tough areas.

"In kindergarten, the children learn all the good English poetry and nursery rhymes," says Ichinaga. "They learn the sounds of the letters, they learn to put them together to read words. By the end of kindergarten all my kindergartners can read."

This formula for success would soon

pay off when, over a period of four years, the scores for third graders jumped from the 3rd percentile to the 68th.

However, success at Bennett-Kew did not come without controversy.

In 1982, the Los Angeles Times ran a profile on the school's continuing successful test results. Ichinaga mentioned to the writer how bilingual education was not part of the school's curriculum.

That comment got her into hot water with the California Board of Education. An investigator was sent to the school to find out why she did not teach bilingual education. Ichinaga said she had "signed statements from parents saying they want their kids to be taught in English." Ichinaga remembers the investigator saying, "I can't believe your parents are so supportive of you." She laughs saying, "It didn't make any sense to them."

This didn't mean Ichinaga's problems were over. The state could still take away her federal funding and Ichinaga says "At that point I thought, I'm going to fight and protest even if it takes me to court." It was then she found out about Option 1, a waiver allowing the school to continue its method of teaching, which required the school test scores be at least 65% and the student's transition rate from Spanish to English be 40%. Her application was approved.

Ichinaga says, "I want to make the kids literate, that's my objective. I also want my kids to learn what the mainstream culture is, so they have to read everything that's available, to learn about the world and this society."

Opponents of Proposition 227 (see p.32) have claimed lower class sizes have produced recent successful results in certain schools; however, Bennett-Kew is unique in that its class sizes have remained the same for over 26 years.

"I think that kids need to be immersed in English at the earliest age possible and I think that we need to give them help so that they're not stuck anywhere and not ignored," she says, "We have bilingual aides in every kindergarten and first grade class.

> "When I first came I told my teachers, 'Skinner taught pigeons how to read, don't tell me you can't teach your children how to read. But it took a long time.'"

"We always keep the kids accountable for their learning. We let the parents know every five weeks how the kids are doing. Non-promotion is never a surprise." As a believer of the behaviorist theory used by B.F. Skinner who taught pigeons how to read symbols and signs during WWII, she adopted his methods and transferred them to the classroom.

"When I first came I told my teachers, 'Skinner taught pigeons how to read, don't tell me you can't teach your children how to read. But it took a long time,'" says Ichinaga.

"It makes sense. You have to learn systematically," explains Ichinaga. "Whatever the problem is, you have to break it into small parts and, step by step, master it until you've got the whole thing. You have to use the learning principles in the behavioral psychologist system. If you do that, you can accomplish everything, anything..."

According to Ichinaga "You never have 100% satisfaction. But the dissatisfaction here is one percent or less than that. Whereas in the total public education system it's probably closer to 90%. That's the difference."

As of June 30, Ichinaga retired from Bennett-Kew, but she still comes back twice a week to ease the transition for new principal, Lorraine Fong.

In February, Governor Gray Davis appointed her to the State Board of Education because of her background in teaching impoverished minority and, according to Ichinaga, her "notoriety in the education field." She will also make speeches to teacher groups and principal groups across the country during her spare time.

Ichinaga sums up the crux of the debate by saying, "Language is not that complex. Kids will speak whatever language they hear and whatever they're taught. It's all very simple."

Nancy Ichinaga spoke to Chung Han and Michael Howard

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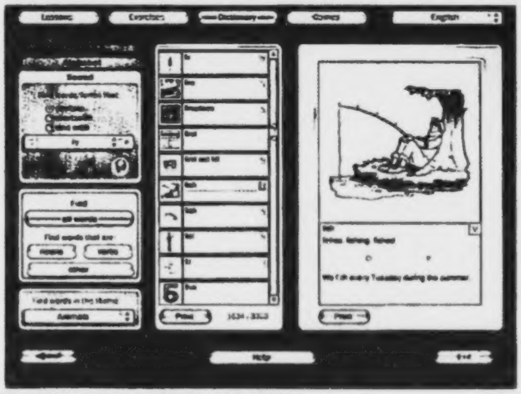

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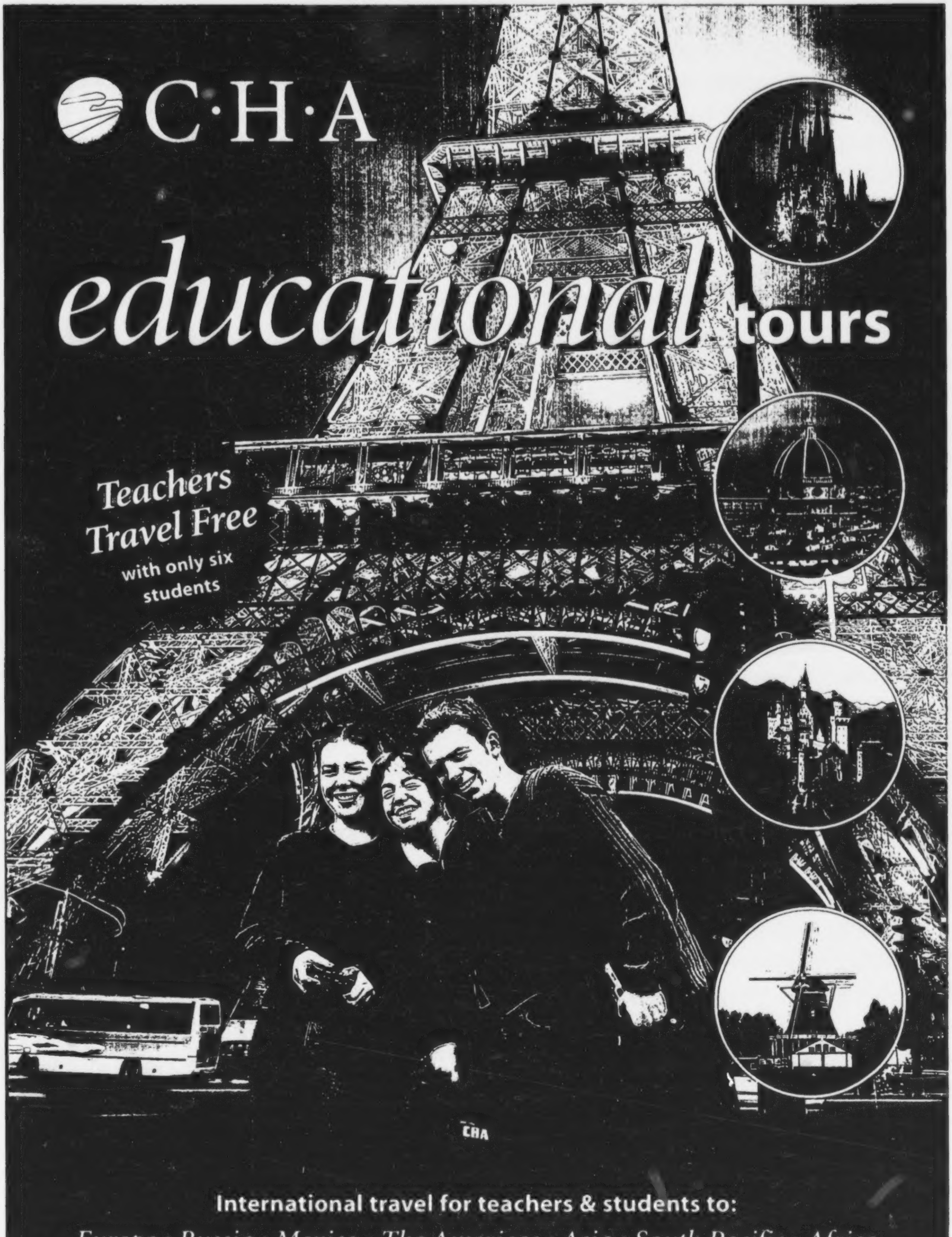

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Most consecutive vowels. Words like *aqueous* and *sequoia* contain four consecutive vowels. *Queueing* contains five in a row, and the word queue has the distinction of being the only English word that retains its original pronunciation even when the last four letters are dropped. One word strings together all five major vowels: *miaoued*.

Vowels in order. At least five English words contain the five major vowels in order: *abstemious, abstentious, adventitious, facetious,* and *parecious*. At least six contain the five vowels in reverse order: *duoliteral, quodliteral, subcontinental, uncomplimentary, unoriental,* and *unnoticeably*.

Most letters with one vowel. The longest common word in English that contains but a single vowel is the nine-letter word *strengths*.

Repeated vowels. The longest common English words that contain one repeated vowel, and no other vowel, are *defenselessness* (15 letters, five *e*'s) and *strengthlessness* (16 letters, three *e*'s). The longest such state names are *Tennessee* (nine letters, four *e*'s) and *Mississippi* (11 letters, four *i*'s). The 16-letter word *indivisibilities* contains seven *i*'s and one *e*.

Most consecutive consonants. Six consonants in a row crowd the word **latchstring**.

Most letters with one consonant. Several five-letter words tie for the title. *Eerie* is the best example.

Alphabet words. The words *overstuffed* and *understudy* contain four consecutive letters of the alphabet—rstu—in order.

Most consecutive letter pairs. The best-known example of a word containing three double letters in a row is *bookkeeper*. Perhaps a person who works for a *bookkeeper* should be called a *subbookkeeper*.

Most consecutive dots. *Beijing, Fiji, hijinks* (a variant spelling of *high jinks* in some dictionaries) each contain three consecutive dotted letters.

Letter words. A number of words, when pronounced, consist entirely of letter sounds—*essay* (SA) *enemy* (NME), *excellency* (XLNC). The longest such letter string is *expediency* (XPDNC).

Pronoun word. Has there ever been another word like *ushers*, which contains five personal pronouns in succession?—*us, she, he, her, hers*.

Longest palindromic words. A palindrome is a word, sentence, or longer statement that is spelled the same when its letters are read in reverse order, as those who read on will see. The longest palindromic word entered in English dictionaries is *redivider* (nine letters), although some chemistry handbooks include the 11-letter palindrome *detartrated*. The longest palindromic cluster embedded in an English word is composed of the first 11 letters in *sensuousness*.

Bilingual reversal. Back in March, 1866, there appeared in *Our Young Folks* magazine an extraordinary English-Latin pairing that reads forward in English and backward in Latin, retaining the same meaning in both languages and both directions.

Anger? 'Tis safe never. Bar it! Use Love!
Evolves ut ira breve nefas sit; regna.

Binades. In a binade, a longer word is divided into two shorter words by taking alternate letters in order. Examples include *lounge*: *lug* (odd letters) and one (even letters) and *schooled*: *shoe* (odd letters) and *cold* (even letters).

Snowball words. Snowball words gain bulk as they roll along, one letter at a time. A three-layer snowball word is *damage*: *d am age*. A four-layer example is *fatherless*: *f at her less*. A crystalline five-layer snowballer is *temperamentally*: *t em per amen tally*.

Pyramid words. Words that contain one use of one letter, two uses of a second letter, and so on are called pyramid words. Two examples from our everyday vocabulary are *Tennessee's* (one *t*, two *n*'s, three *s*'s and four *e*'s) and *sleeveless* (one *v*, two *i*'s three *s*'s and four *e*'s).

Pair isograms. Some words consist entirely of pairs of letters, each pair occurring once. Among the best examples are *teammate* (eight letters, four pairs), *intestines* (10 letters, five pairs), *shanghaiings* (12 letters, six pairs).

Most meanings. The hardest-working word in the English language is *set*, which in some unabridged dictionaries has almost two hundred meanings. Run usually runs a fairly close second.

Most difficult tongue twister. Many people consider the *sixth sick sheikh's sixth sheep's sick* to be the serpentine tongue twister in English.

Typewriter words. When we seek to find the longest English word that can be written on a single horizontal row of a standard typewriter keyboard, we natural place our fingers on the top row of letters—*qwertyuiop*—because five of the seven vowels repose there. From that we can type four 10-letter words: *proprietor, perpetuity, repetoire,* and, with delightful appropriateness, *typewriter*.

Shortest pangrams. Many typists know *the quick brown fox jumps over the lazy dog* as a 33-letter sentence that employs every letter at least once. Such sentences are called pangrams. Here is a sampling of the best pangrams of even fewer letters:

Pack my box with five dozen liquor jugs. (32 letters)
Jackdaws love my big sphinx of quartz (31)
How quickly daft jumping zebras vex (30)
Quick wafting zephyrs vex bold Jim (29)
Waltz, nymph, for quick jigs vex Bud (28)
Bawds jog, flick quartz, vex nymph (27)
Mr. Jock, TV Quiz Ph.D., bags few lynx (26)

If you can come up with a 26-letter pangram that makes sense and does not resort to names or initials, rush it to me and I'll make you famous.

Richard Lederer is "America's Super-duper Blooper Snooper". His column appears in every issue of *ALR*.

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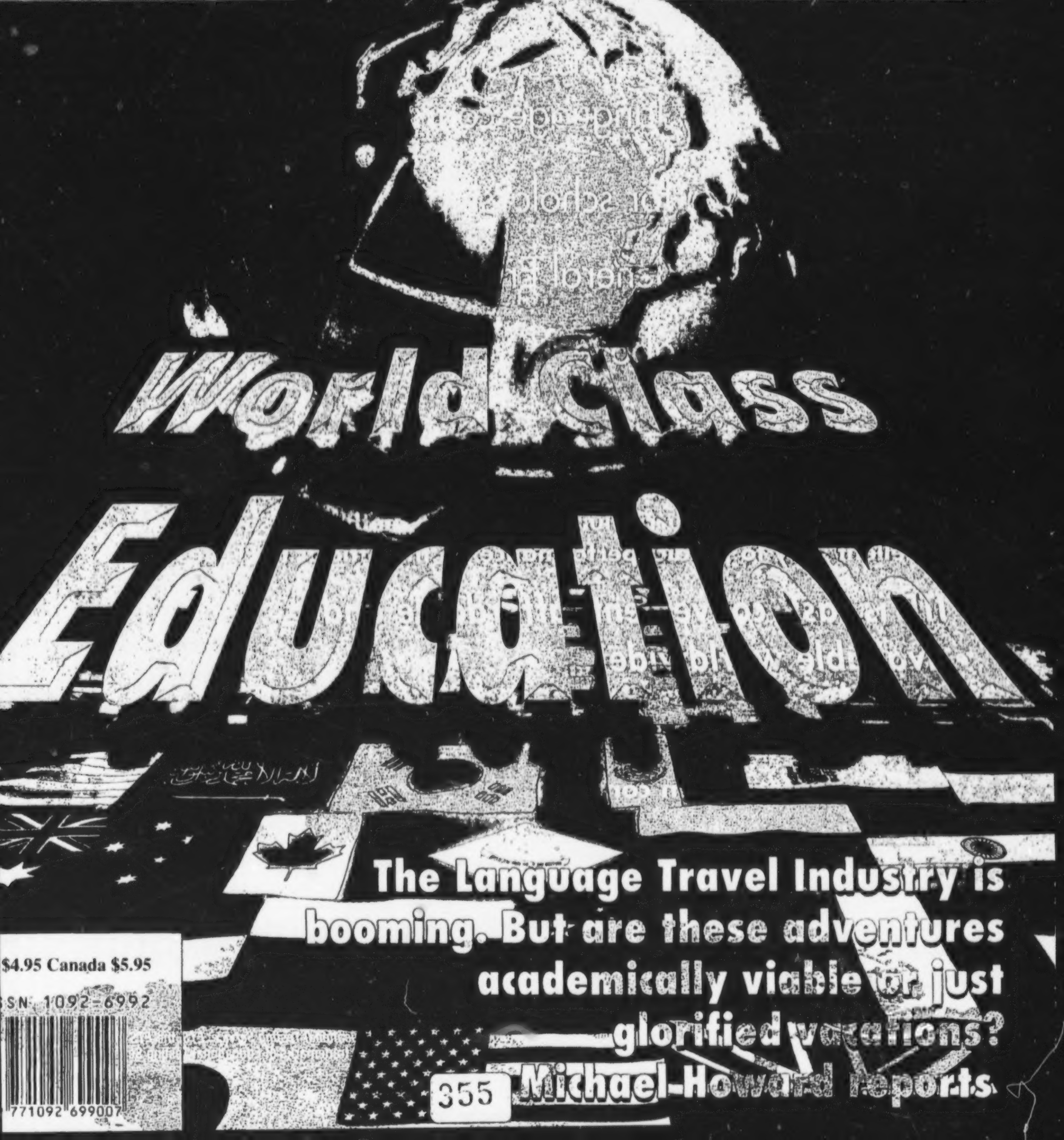

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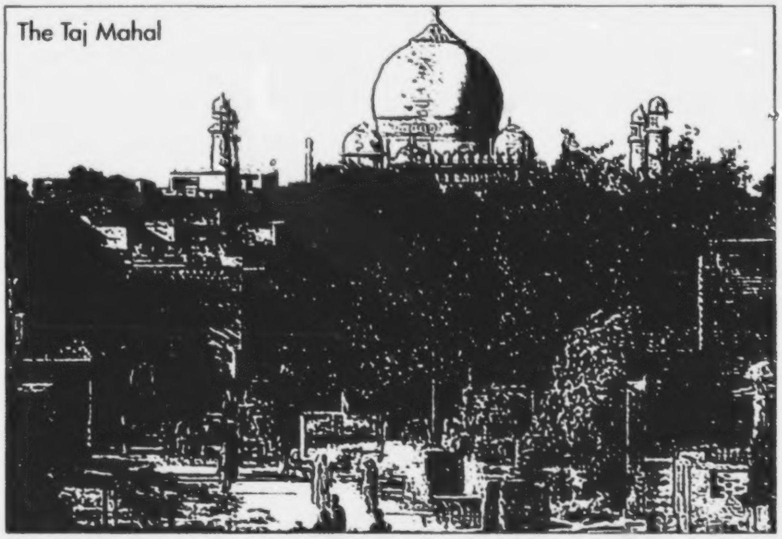
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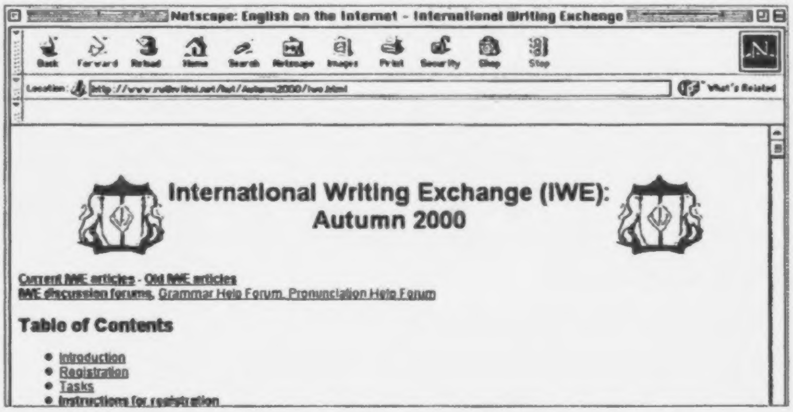
Netscape: English on the Internet - International Writing Exchange

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ON THE COVER: Computer-enhanced image representing different countries of the world. © **W. Cody/CORBIS**

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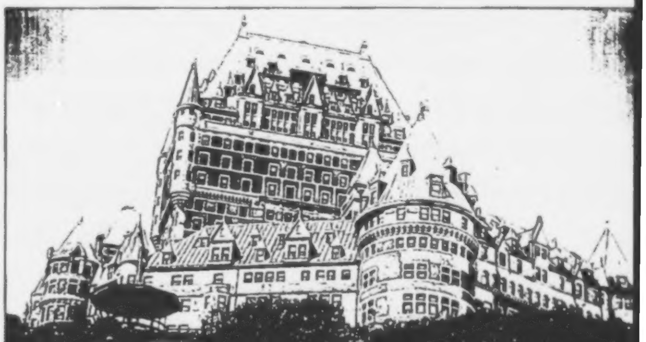

Die Wahrheit über Katzen und Hunde

AS WE continue to reassess the purpose of education and the goals we seek to achieve as educators, as parents, and as learners, it is clear that language learning must form an integral part of any well-rounded educational model.

As Paul Garcia, current President of ACTFL (American Council on the Teaching of Foreign Languages) points out, "Our National Standards are predicated on the principles of an American education that itself has its roots in the notion of universal education: 'All students are capable of learning other languages given opportunities for quality instruction.'"

We should be prepared to take advantage of our multilingual heritage and put it to work in our schools and workplaces. After all, what's so foreign about many "foreign" languages? English, the global language of our time, owes much of its success to its ability to pilfer words from other languages and adopt them as its own. As Booker T. Washington said, "We don't just borrow words; on occasion, English has pursued other languages down alleyways to beat them unconscious and rifle their pockets for new vocabulary." Most language teachers are familiar with the words of Walt Whitman who reminded us that the English language "is the accretion and growth of every dialect, race, and range of time, and is both the free and compacted composition of all."

Not all commentators are impressed by the human capability to learn new languages. The writer Joseph Conrad claimed that, "To a teacher of languages there comes a time when the world is but a place of many words and man appears a mere talking animal not much more wonderful than a parrot." Other writers remain singularly unimpressed by languages other then English. One particular writer, the incomparable Mark Twain, was famous (or infamous) for his loathing of the German language. Here he is on the fate of dogs and cats in German grammar:

> "A dog is *der Hund*; now you put that dog in the genitive case, and is he the same dog he was before? No, sir; he is *des Hundes*; put him in the dative case and what is he? Why, he is *dem Hund*. Now you snatch him into the accusative case and how is it with him? Why, he is *den Hunden*. But suppose he happens to be twins and you have to pluralize him--what then? Why, they'll swat that twin dog around through the four cases until he'll think he's an entire international dog-show all in his own person. I don't like dogs, but I wouldn't treat a dog like that—I wouldn't even treat a borrowed dog that way. Well, it's just the same with a cat. They start her in at the nominative singular in good health and fair to look upon, and they sweat her through all the four cases and the 16 the's and when she limps out through the accusative plural you wouldn't recognize her for the same being. Yes, sir, once the German language gets hold of a cat, it's goodbye cat. That's about the amount of it."

Twain also wrote some very uncomplimentary remarks about school boards, which will not be repeated here.

Despite Twain's dim view of German grammar, we here at *American Language Review*, are proud to cover the teaching of languages other than English (including German...). We believe that all language educators (including native English speakers who teach English as a second or foreign language) benefit from discovering languages other than their own. In this approach we are guided both by Goethe, who wrote, "Those who know nothing of foreign languages, know nothing of their own," and by Charlemagne who said, "To have another language is to possess a second soul."

■ To this end, we will be publishing a series of foreign language supplements beginning with Spanish in the Jan/Feb 2001 issue of *ALR*. We trust that readers will enjoy the opportunity to read material presented in languages other than English while we continue to provide the profession with wide-ranging coverage of language teaching matters in English itself.

Auf Wiedersehen!

Ben Ward, Editor

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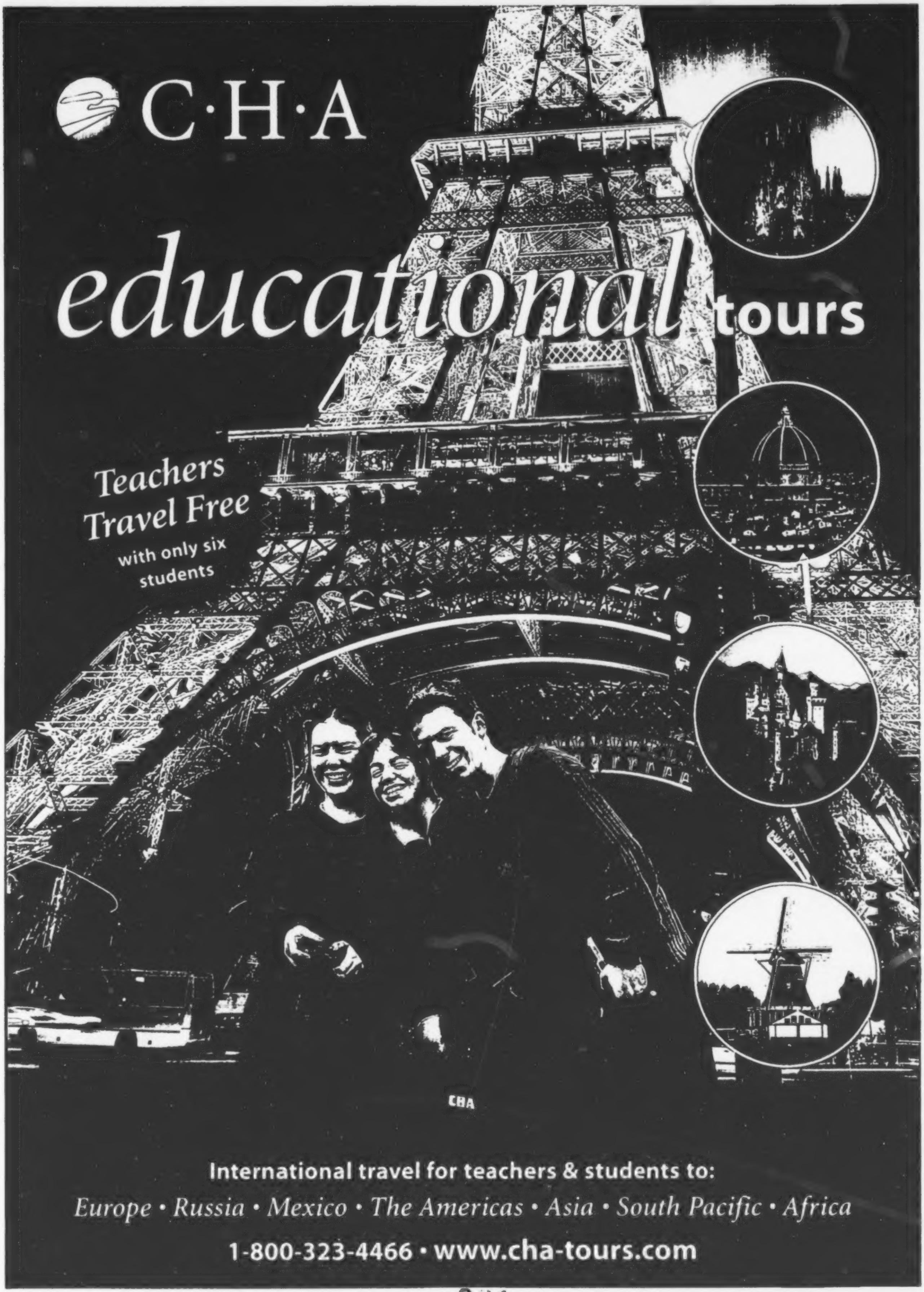

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227 Does Not Deserve Credit

Michael Howard's article on bilingual education (*"Bilingual education faces ballot box challenge," ALR*, Sept/Oct 2000, p.32) is well balanced but deserves some commentary. Contrary to Ron Unz' claims, Prop. 227 does not deserve the credit for increases in SAT9 scores in California.

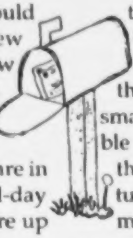
As Unz pointed out, test scores for limited English proficient children did in fact go up in Oceanside, a district that dropped bilingual education. But Oceanside had a poorly conceived bilingual program, one in which instruction was only in Spanish until grade six. Properly organized bilingual programs introduce English on the first day, and begin subject matter teaching in English as soon as it can be made comprehensible. Unz did not discuss other districts in California. Stanford professor Kenji Hakuta found that test scores rose in districts that kept bilingual education, as well as in districts that never had bilingual education. Also, for the last three years, limited English proficient students in Arizona who were in bilingual education have outscored those in all-English programs on tests of English reading.

Test score comparisons are, however, imprecise, as so many factors are uncontrolled. As Dr. Michael Peralta noted in his letter to the editor in the same issue (p.8), Mr. Unz has ignored the results of properly conducted research on the effectiveness of bilingual education. Controlled studies consistently show that children in properly organized bilingual classes acquire at least as much English as those in all-English classes and usually acquire more. The most recent review of this research was done by Prof. Jay Greene of the University of Texas at Austin, using statistical tools far more precise than those used in previous reviews. Greene concluded that the use of the native language in instructing limited English proficient children has "moderate beneficial effects" and that "efforts to eliminate the use of the native language in instruction...harm children by denying them access to beneficial approaches."

Stephen Krashen
School of Education, USC
Los Angeles, California

A Note on Bennett-Kew

The *ALR*'s article on Nancy Ichinaga (Sept/Oct 2000, p.58) reports on the increased test scores at the Bennett-Kew school in Inglewood, California. It should be pointed out that the Bennett-Kew school has a policy of retaining low achieving kindergarten children for an extra year. According to an article in the *Santa Cruz Sentinel* on February 9, 2000, 18% of Bennett-Kew first graders are in this category and attend a special all-day "junior first" program "designed to shore up their basic skills." Also, exam preparation is intense at Bennett-Kew. Bennett-Kew children, according to the *Sentinel*, are tested constantly on small-scale versions of the fill-in-the-bubble standardized exams. One wonders if they are really increasing the temperature in the room, or simply lighting a match under the



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Decline of the Great American Debate

THE GRADE LEVEL of the language of political debates, from the famous Lincoln-Douglas debates of 1858 to this year's series of presidential debates, has declined from a 12th grade level to a high 7th-grade reading level.

Researchers at www.yourDictionary.com applied the well-known Flesch-Kincaid Reading Scale to analyze the length of words and sentences, the number of paragraphs, and other parameters of politicians' language over the last century and a half to gauge its complexity. They analyzed presidential debates and the major-party convention acceptance speeches for patterns of word usage choices, grade reading-level appropriateness, and the use of such grammatical constructions as passive voice.

"The results of our analysis indicate," said Paul JJ Payack, president and CEO of yourDictionary.com "that the decline of political rhetoric since the advent of televised debates in 1960 is particularly dramatic."

In the Lincoln-Douglas debates, Stephen Douglas' seven speeches averaged a 12th-grade level (11.9) while Lincoln's averaged 11.2 measured in current terms. The difference is explained by the fact that, although both used about the same number of words, Lincoln broke his speech down into shorter paragraphs, a stylistic choice probably intended to make his points easier to understand.

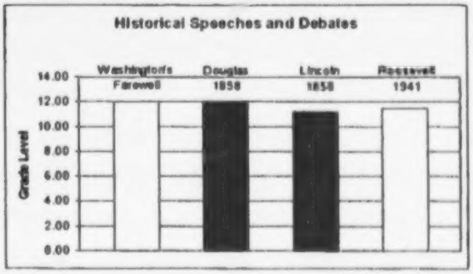
Washington's Farewell Address also came in at a 12th grade reading level. President Franklin Roosevelt's declaration of war in December 1941 maintained the standard of his predecessors at a grade-level of 11.5.

The first nationally televised debates, however, marked the beginning of the downtrend. John Kennedy's readability grade level was 9.6 while Richard Nixon's was 9.1. The general consensus is that Kennedy 'won' the debates on points of style and his command of the new medium.

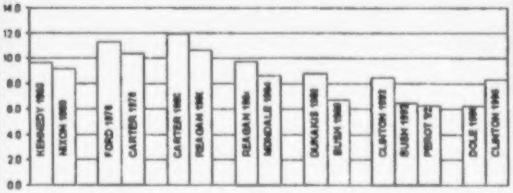
Presidents Carter and Ford are to be credited for momentarily stemming the decline. In the Ford-Carter debates, President Carter maintained a 10.4 level and President Ford's reached 11th-grade level.

In the Carter-Reagan debate, the level of Carter's language reached that of the 12th grade while Reagan's achieved a respectable 10.7. But since then, the grade-level of presidential debates has returned to a decline. In the Reagan-Mondale debates of 1984, Reagan's arguments averaged a grade level of 9.75, down a grade from his debate with Carter. Mondale's sunk even further to 8.7. The linguistic level of presidential debates eroded further during the Dukakis-Bush debates of 1988. Dukakis' readability level averaged 8.85 while Bush's averaged that of the 6.7 grade. But this was not the bottom. In the Bush-Clinton-Perot debates of 1992, Bush's readability level was 6.5, Clinton's 8.5, and Ross Perot's was 6.3. The Clinton-Dole debates in 1996 remained at that level, with Clinton scoring 8.3 on the Flesch-Kincaid test and Dole, 6.3.

This brings us to the first Bush-Gore debate of 2000. In the first presidential debate, Gore's readability score on the Flesch-Kincaid scale was 8.4 (identical with Clinton's average over his two debates) while Bush scored 7.1 (actually half a grade-level higher than his father in the Bush-Clinton-Perot debates of 1992). These results are significantly lower than the vice presidential debate, where both candidates scored the highest ratings since the Carter-Reagan debates of 1980. Joe Lieberman came in at 9.9 and Dick Cheney, 9.1.



Televised Presidential Debates
(Grade Level)



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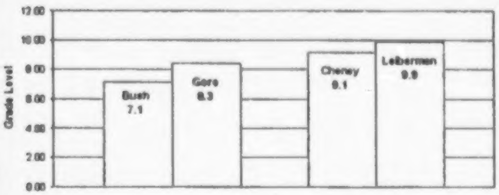
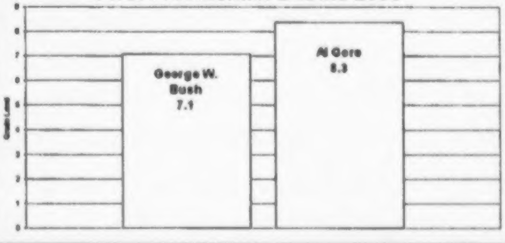


First Presidential Debate 2000



Group Promotes Statewide Standards

ALTHOUGH 25 states have incorporated foreign language standards into their statewide education requirements, Pennsylvania has yet to implement any new regulations. Pamela M. Kolega, world language education adviser for the Department of Education, is a supporter of the state standards. "I'm an advocate of world languages being required for all students," she said. "I just think that a student being exposed as early as possible to as many different cultures as possible makes for a more open-minded, well-rounded person." The state Board of Education currently allows individual districts to set their own standards for foreign language education, which means there is little consistency. A proposal for standards will be presented to the Board by the end of 2000.

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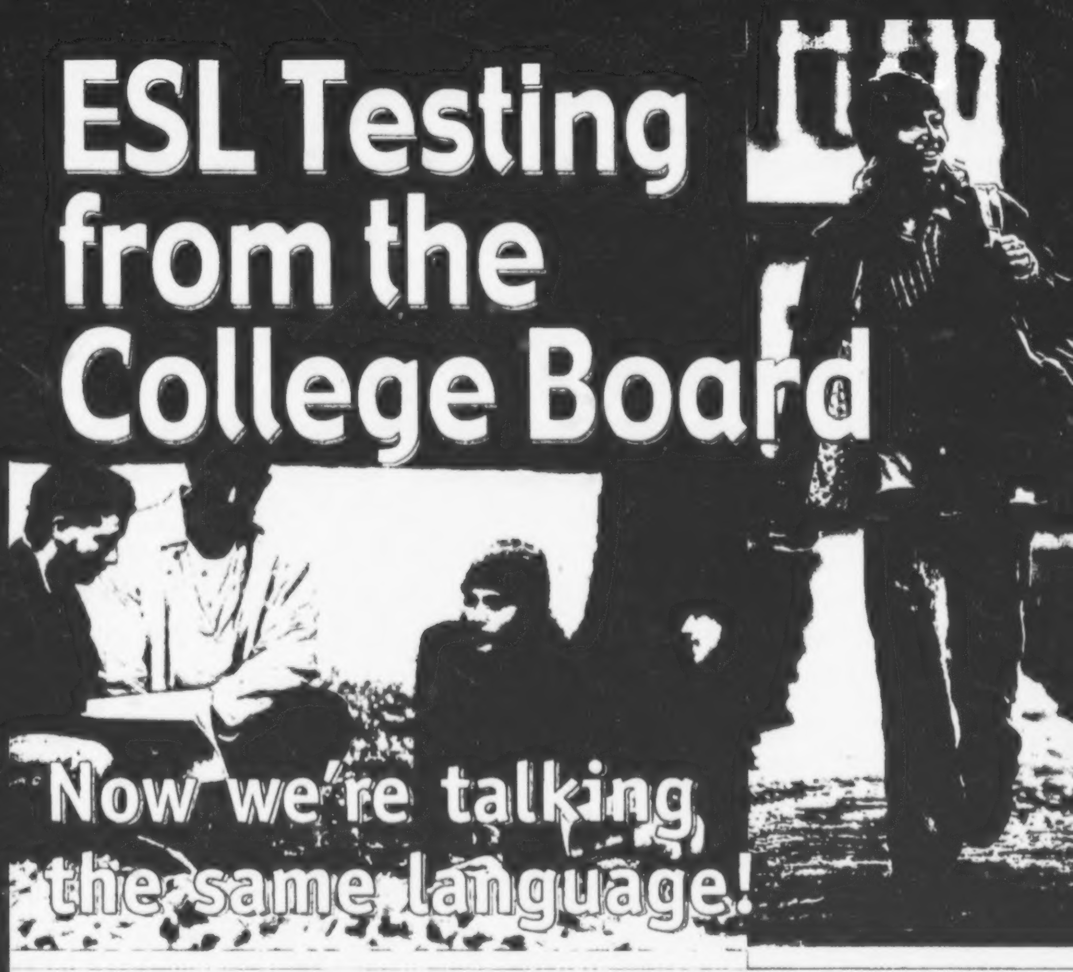
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China Gears Up For English

JIANG ZHENGHUA, Vice-Chairman of the Standing Committee of the Chinese National People's Congress (NPC), praised foreign English language experts and teachers who have made significant contributions to English language programs in China.

In a recent meeting with representatives from the English Language Institute in Beijing, Jiang spoke highly of the cooperation between the U.S.-based Institute and China's State Bureau of Foreign Experts Affairs during the past 20 years. The Institute, with its headquarters in California, is a non-governmental and non-profit educational organization. Its members come from over 300 universities and colleges in North America.

Jiang said that the cooperation, which has brought more than 4,000 English teachers to China, has been very significant in China's development of education and training. He told guests that with the deepening of China's reforms and the implementation of the western development strategy, future cooperation would be even more fruitful.

Interest in English is booming in Beijing as the city prepares its bid to host the 2008 Olympic Games. Many Beijingers agree that the ability to speak English is crucial to the success of the bid.

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Interest in learning English is growing in China as Beijing bids to host the Olympic Games in 2008.

So English study is an urgent need as 24-year-old civil servant Xu Jingya explains, "This is an international event. The citizens of Beijing should improve their English and they should start working at it right now."

Beijing Television Station has just started a regular program "Gateway to English", to popularize English among Beijingers. Broadcast six times a week, the program will focus on the basics of English and daily conversation. Professor Hu Wenzhong from the Beijing Foreign Studies University is the chief writer of the teaching material. He says to enhance Beijing's bid, people at large should be able to communicate at least at a basic level with athletes and spectators from all over the world. "I hope after following the course, people will have grasped a vocabulary of around 3,000 words and be able to communicate at a basic level in English."

Professor Chen Lin from the same university is now compiling a set of books teaching English conversations at different levels. He sees the importance of popularizing English in a long-term view. "The long term objective is to make it possible for most Beijing citizens to be able to speak at least one foreign language, so as to boost the image of Beijing," Chen Lin said.

Red Hot Chili Peppers

A NEW COMPUTER program warns writers when they are using potentially offensive language.

Moodwatch, a new feature of the Eudora program, checks the language in outgoing and incoming e-mail, scoring each message from one to three chili peppers. A three-chili e-mail will generate this kind of response when the send button is clicked: "Your message . . . is the sort of thing that might get your keyboard washed out with soap. You might consider toning it down."

Any obscene word will generate chili peppers, but the program also looks at more innocent-sounding phrases, such as "why don't you," "are you nuts" and "huge mistake."

Using two phrases might earn one chili pepper; all three would net two chilies; adding a more volatile phrase such as "paranoid freak" would earn three chilies.

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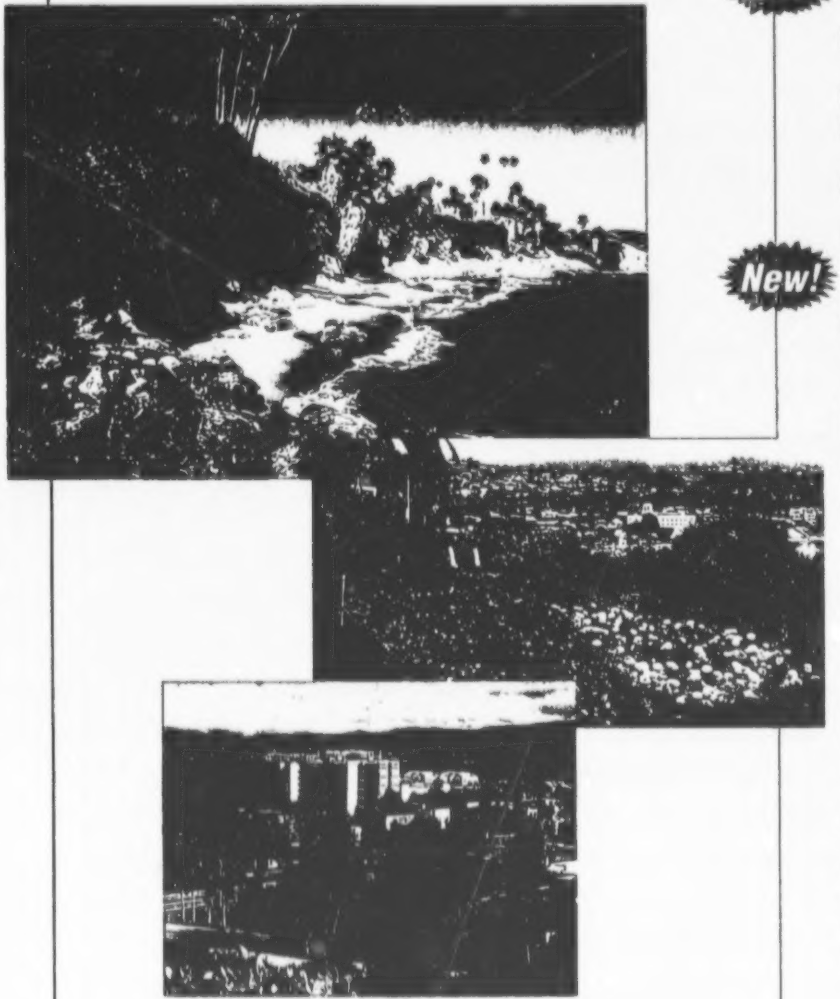

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Foreign Language Learning: Building On Progress

A multilingual society is crucial to the success of future generations of Americans. **Kathleen Marcos** reports on a growing interest in Foreign Language education.

Renewed interest in language learning over the last decade has led to real progress in identifying national language needs and responding with educational innovations and quality programs. There is now a growing appreciation of the role that multilingual individuals can play in an increasingly diverse society, and there is also a greater understanding of the academic and cognitive benefits that may accrue from learning other languages.

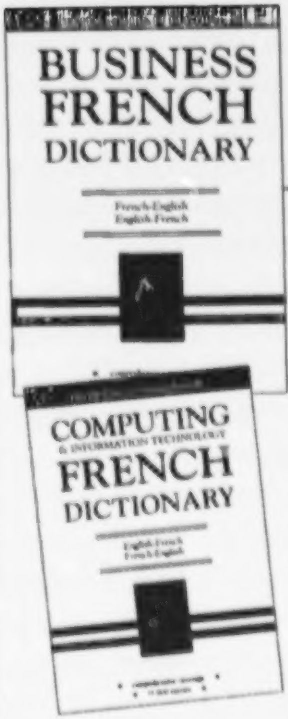
During the past five years in particular, researchers, policymakers, educators, employers, parents, and the media have reexamined the advantages of foreign language learning. Many states have initiated foreign language learning mandates. Long sequences of second language instruction, beginning in elementary school, are beginning to take hold. According to a recent national survey of foreign language instruction in the United States, the inclusion of foreign language instruction in the school curriculum has increased significantly in both private and public elementary schools over the past 10 years. Immersion programs that allow children to learn academic content in a foreign language (such as mathematics or social studies) are growing. National foreign language standards have been established and are now being implemented across the country. The first Foreign Language National Assessment of Educational Progress (FL NAEP) is under development and will be administered in 2003. The President has announced an expanded International Education Policy that includes improvements in foreign language learning. Those of us who work in the field of second language education are encouraged by the progress that has been made in the prioritization of foreign language learning.

At the same time, much work remains. Many students still do not have meaningful opportunities to learn a second language before high school. A serious shortage of qualified teachers, particularly those capable of teaching second languages to younger children, continues to bedevil even those states that have passed foreign language learning mandates. Critical government, business, and service jobs requiring foreign language expertise remain unfilled. In the federal government alone, over 70 federal agencies require personnel with language expertise. Many of those agencies report a lack of qualified applicants. Even those applicants who are at least minimally proficient often lack the cultural understanding necessary to perform their jobs well. An increasingly global economy, fueled by tremendous advances in information technology, will ensure that the need for language and cultural expertise will only grow.

We need to address this problem. Policymakers, educators, parents, community leaders, and researchers need to join together to encourage language learning early in schools. This collaboration will allow students to increase their potential to handle high-level communication tasks as working adults, including such essential functions as intelligence, military, and diplomatic work. Americans who are fluent in more than one language offer many benefits to society. They enhance America's econonic competitiveness abroad, maintain

Continued ➡

BILINGUAL RESOURCES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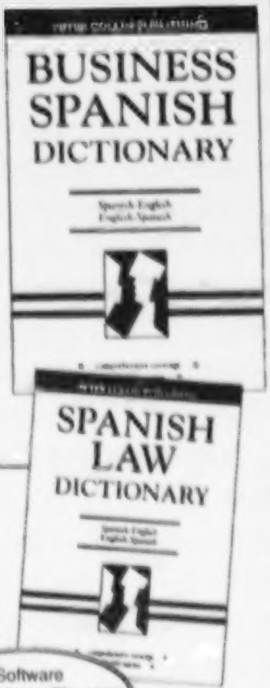
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its political and security interests, and work to promote an understanding of cultural diversity within the United States.

International trade specialists, overseas media correspondents, diplomats, airline employees, and national security personnel need to be familiar with other languages and cultures to do their jobs. Teachers, healthcare providers, customer service representatives, emergency service dispatchers, and law enforcement personnel also serve their constituencies more effectively when they can reach across languages and cultures.

Why Early Language Learning?

Young people who learn languages generally develop more native-like accents and begin from an early age to understand and relate to those from other backgrounds. When foreign language study is introduced in the elementary school, students regard it as a normal part of the school day, much as they view social studies or mathematics. On the other hand, when languages are not begun until high school or college, many students perceive them as unimportant, "extra" classes, and lack the motivation to take them seriously. Just as mathematics study begins when children first enter school, foreign language study should also be started early to allow enough time for positive attitudes--and real proficiency—to develop.

Another reason to begin language classes early is to preserve and improve the abilities that many young children bring to school with them. Children whose parents speak more than one language often begin school fully fluent in that language, be it Albanian, Arabic, Chinese, Hindi, Spanish, or Swahili. The United States will greatly enhance its capacity to manage its needs for less commonly taught languages if we can find a way to encourage these children not to lose their home language. Language classes offered at the elementary level would help multilingual students retain their native language ability throughout their school years, and allow them to enter the workforce completely fluent in English and another language.

Overall improvement in the quality of our workforce may also be expected as a result of expanded early language learning opportunities. There is solid research suggesting that students who receive second language instruction are more creative and better at solving complex problems than those who do not. Other studies suggest that persons with full proficiency in more than one language outperform monolingual persons on both verbal and nonverbal tests of intelligence and that children who study foreign languages achieve higher scores on standardized tests. Thus, language study confers additional benefits, over and above linguistic ones. Developing the language abilities of students now in school will improve the effectiveness of the workforce later.

How Do We Build on Our Progress?

We have made considerable progress, but cannot be complacent. Decision makers at all levels need to be convinced that creating more and earlier foreign language programs, improving teacher preparation for teachers at all levels, and developing ways to attract and retain qualified teachers are major priorities. These steps are needed to meet the serious shortage of trained, fluent foreign language speakers in our country. Scholarships to encourage students to become language teachers will help ease the teacher shortage we are experiencing. Investments made now will pay off as a new generation of language-proficient Americans enters the global workforce. Dismissing or ignoring our language shortfalls will have serious economic and political repercussions.

Our nation—and our children coming of age in the 21st century—deserve no less.

Kathleen M. Marcos, Assistant Director, ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics

Resources on Early Foreign Language Learning

-Consult these sources for more information about early language learning.

Websites

Center for Applied Linguistics (CAL): www.cal.org

American Council on the Teaching of Foreign Languages (ACTFL): www.actfl.org

ERIC Clearinghouse on Languages and Linguistics: www.cal.org/ericcll

Joint National Committee for Languages (JNCL) and National Council for Languages and International Studies (NCLIS): www.languagepolicy.org.

Nanduti, a Web-based resource from the Improving Foreign Language Instruction project of the Northeast and Islands Regional Educational Laboratory At Brown University (LAB): www.cal.org/earlylang

National Council of State Supervisors of Foreign Language (NCSSFL): www.ncssfl.org.

NCSSFL's Web site offers an exhaustive list of links to national associations of language teachers, such as the American Association of Teachers of Spanish, the Chinese Language Teachers Association, etc.

National Council of Organizations of Less Commonly Taught Languages (NCOLCTL): www.councilnet.org

National Foreign Language Center (NFLC): www.nflc.org

These and other Websites on foreign language learning are included in the Resource Guide Online from the ERIC Clearinghouse on Languages and Linguistics, Internet Resources for Foreign Language Teachers: www.cal.org/ericcll/faqs/rgos/flint.html

National Network for Early Language Learning: www.educ.iastate.edu/nnell

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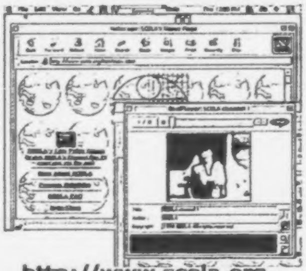

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A Report Card For The Nation

LinguistiCAL

In 2003 the National Assessment of Educational Progress (NAEP) will measure, for the first time, the foreign language achievement of U.S. 12th-grade students. The Foreign Language NAEP will give the nation a "report card" to allow educators, parents, policymakers and others to evaluate what America's students know and can do in foreign languages.

NAEP is a congressionally mandated project of the U.S. Dept. of Education, and the only nationally representative and continuing assessment of U.S. students abilities in various subjects. Since 1969, NAEP has periodically assessed reading, mathematics, science, writing, history, geography and other fields.

The first development phase, funded by the National Assessment Governing Board (NAGB), concluded in May 2000. The Center for Applied Linguistics, with its partners the American Council on the Teaching of Foreign Languages (ACTFL) and the American Institutes for Research (AIR) led a consensus-building project to develop recommendations for the assessment's framework and test and item specifications.

After preliminary recommendations had been developed last fall, they were presented for public comment in a variety of forums: CAL's Website, in teacher focus groups, meetings of state teacher associations, a meeting of representatives of several government agencies, and at the November 1999 annual meeting of ACTFL in Dallas. On the basis of these comments, the working groups refined the framework and specifications and submitted them to NAGB.

In May, 2000, after a further round of refinement, NAGB unanimously approved the framework and specifications, commending CAL, ACTFL, AIR, and the members of the committees for their work. In the second phase, now getting underway, the National Center for Education Statistics has contracted with the Educational Testing Service (ETS), working with CAL, AIR, and ACTFL, for the development of items for the foreign. language NAEP according to the framework established in the first phase.

In the proposed general framework, communicative ability in languages other than English will be assessed within three modes of communication:

- the interpersonal mode, which involves two-way, interactive communication;
- the interpretive mode, which relates to the understanding of language;
- the presentational mode, which involves creating spoken or written communication.

Examinees will perform authentic communication tasks that are called for in daily life. The tasks will reflect four interrelated goals that provide the basis for communication:

- gaining knowledge of other cultures;
- connecting with other academic subject areas to acquire knowledge;
- developing insights into the nature of language and culture through comparisons;
- participating in multilingual communities at home and around the world.

Performance will be evaluated on how well the student understands (comprehension) and can be understood (comprehensibility).

The foreign language NAEP will include a two-stage procedure. The first stage, a language survey/background questionnaire will be given to a representative national sample of 12th-grade students to collect data on demographics, experiences with foreign language learning both in school and beyond, attitudes toward language study, and self-reported abilities.

This sample will include both students who have studied a foreign language and those who have not. Data on all foreign languages will be collected through this survey. In the second stage, the focus will narrow as a Spanish version of the foreign language NAEP is administered to a sub-sample of students responding to the national survey. That sample will be 12th-grade students who have learned Spanish in a variety of ways and for different lengths of time.

Developing the framework for this national assessment presented an unprecedented opportunity to foster national discussion and build national consensus on the role of foreign language education in America's future—both within the foreign language community and across government, business, industry, and the general public. Analyses of the data to be collected via tests and questionnaires administered by the FL NAEP will give policymakers, educators, and the general public a much-needed report to use for strengthening the condition of foreign language education in the U.S. Download a complete copy of the final Framework from the publications page of NAGB's website at www.nagb.org

Myrene O'Connor, Center for Applied Linguistics. Sources CAL Reporter, June, 2000 and the ERIC Language Link

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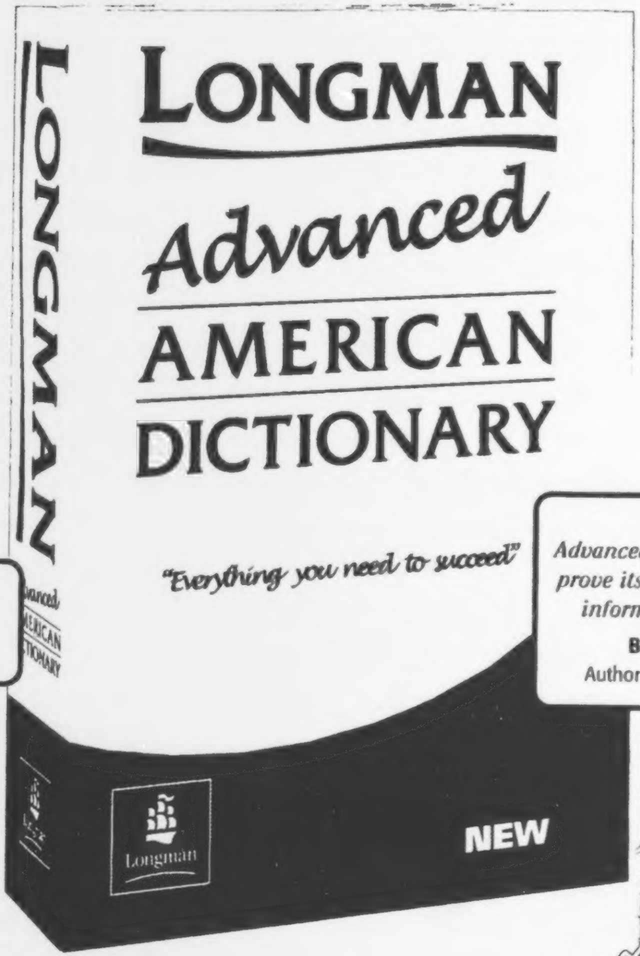
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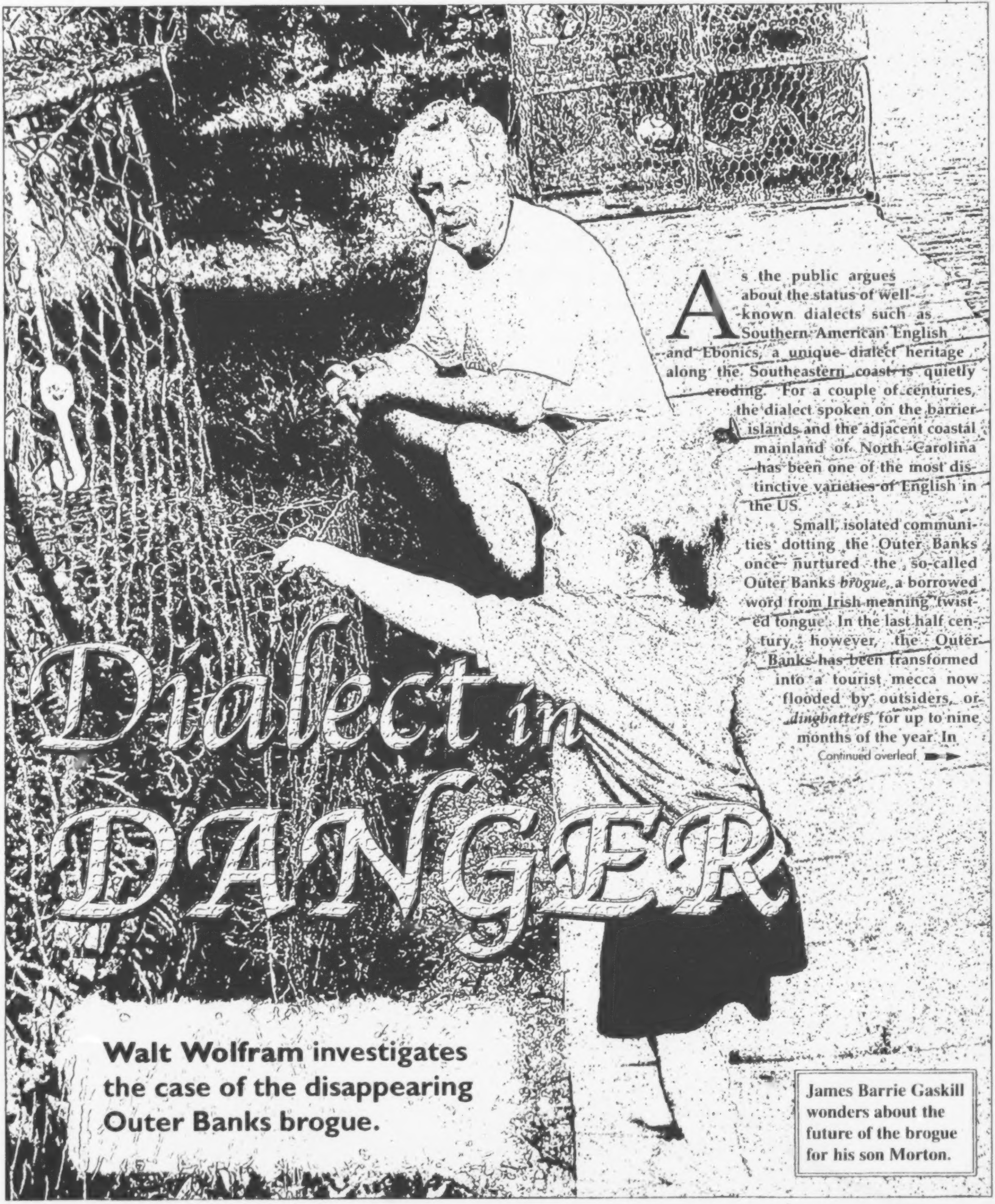


Dialect in DANGER

Walt Wolfram investigates the case of the disappearing Outer Banks brogue.

James Barrie Gaskill wonders about the future of the brogue for his son Morton.

As the public argues about the status of well-known dialects such as Southern American English and Ebonics, a unique dialect heritage along the Southeastern coast is quietly eroding. For a couple of centuries, the dialect spoken on the barrier islands and the adjacent coastal mainland of North Carolina—has been one of the most distinctive varieties of English in the US.

Small, isolated communities dotting the Outer Banks once nurtured the so-called Outer Banks *brogue*, a borrowed word from Irish meaning 'twisted tongue'. In the last half century, however, the Outer Banks has been transformed into a tourist mecca now flooded by outsiders, or *dingbatters*, for up to nine months of the year. In

Continued overleaf ➨

Islanders Rex O'Neal and Dave Esham "say a word" during a poker game.

➤➤ the process, a longstanding, unique dialect of American English has become an "endangered dialect."

Traits of the Outer Banks Brogue

The most distinguishing traits of the Outer Banks "brogue" are the pronunciation of several vowel sounds, although there are also more subtle differences as well. The pronunciation of long *i* in words like *tide* and *high*, which sounds like the *oy* vowel of *boy* or *toy* to listeners (the actual production is more like the combination of the *uh* sound of *but* and the *ee* sound of *beet*, so that *tide* really sounds something like *t-uh-ee-d*) is the most noticeable trait, and the reason that these speakers are sometimes referred to as hoi *toiders*. This region is not the only place where this sound is found; it is characteristic of particular regions in the British Isles and in the English of Australia and New Zealand as well. But in the American South, including mainland North Carolina, the pronunciation contrasts sharply with the pronunciation of *tahm* for *time* or *tahd* for *tide*.

The Outer Banks production of the vowel in *brown* and *mound* is also very distinctive. The vowel actually sounds closer to the vowel of *brain* and *mind*, and outsiders often confuse words like *brown* and *brain*. In fact, when we play the pronunciation of the word *brown* to listeners from different areas and ask them what word it is, they typically say *brain*.

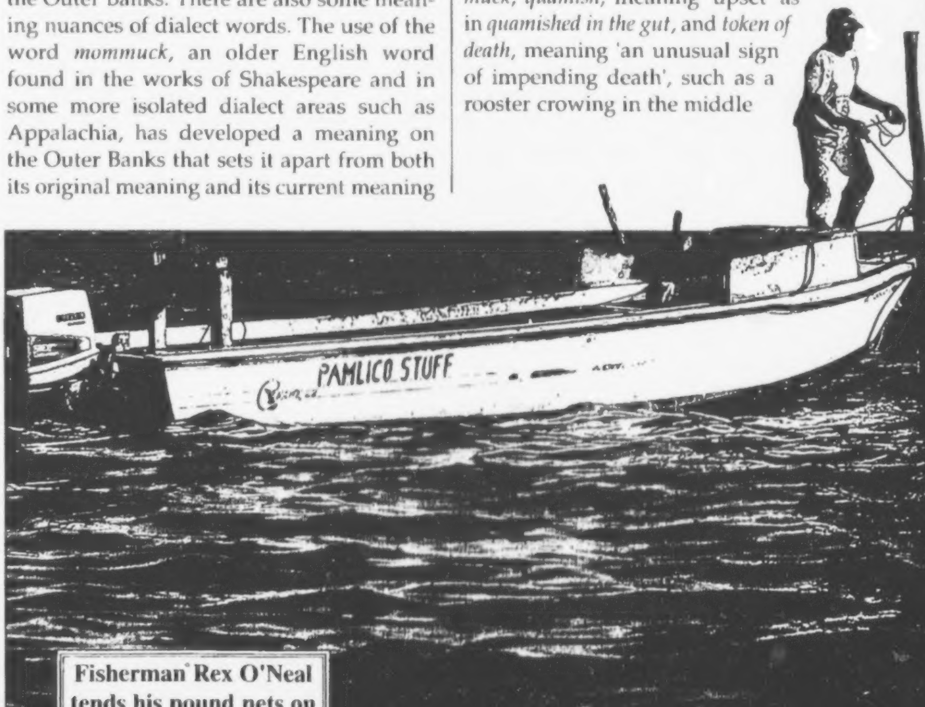
Another pronunciation trait, the *augh* sound in words like *caught* and *bought* is produced closer to the vowel sound in words like *put* or *book*, a pronunciation that is quite distinctive among the dialects of American English. The pronunciation of this vowel is actually more like its pronunciation in many British dialects of English and one of the reasons that Outer Bankers are sometimes thought to sound British or Austra-lian. As it turns out, North Americans are not the only ones who think that Outer Banks English sounds more like British dialects than it does American dialects. At one point in our study of Outer Banks English, the well-known British dialectologist, Peter Trudgill, visited the Outer Banks to hear the dialect for himself. He took back with him a sample of Outer Banks speech and played it to a group of 15 native speakers of British English in East Anglia. The listeners were unanimous in attributing a British Isles origin to the Outer Banks speech sample; most listeners identified its place of origin in the 'West Country'—that is, south-western England.

Most people focus on the pronunciation of the Outer Banks brogue, but there are also vocabulary and grammatical dialect traits. Although we have found only a couple of dozen uniquely Outer Banks words out of the thousands of dialect words used in this area, they point to some important differences.

Words like *dingbatter*, and in some locations *dit dot*, are widely known terms for outsiders, whereas a term like *O'cocker* (óh-cock-er) is reserved exclusively for an ancestral islander of Ocracoke--that is, a person whose family genealogy is firmed rooted on the Outer Banks. There are also some meaning nuances of dialect words. The use of the word *mommuck*, an older English word found in the works of Shakespeare and in some more isolated dialect areas such as Appalachia, has developed a meaning on the Outer Banks that sets it apart from both its original meaning and its current meaning in other regions. In the works of William Shakespeare it is used to refer to 'tearing apart' in a literal sense (e.g., *They mommucked the curtain*), whereas on the Outer Banks its meaning has been extended to refer to mental or physical harassment (e.g., *The young'uns were mommucking me*).

Dialect words also reinforce an important point about Outer Banks dialects: it is the combination of the old with the new that defines its current state.

For example, words like *mommuck*, *quamish*, meaning 'upset' as in *quamished in the gut*, and *token of death*, meaning 'an unusual sign of impending death', such as a rooster crowing in the middle



Fisherman Rex O'Neal tends his pound nets on the Pamlico Sound.

OCRACOKE DIALECT VOCABULARY GAME: HOW TO TELL AN O'COCKER FROM A DINGBATTER

Word List

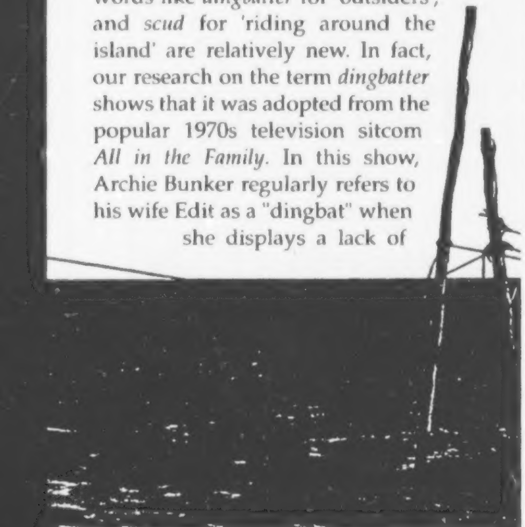
- **Across the beach**
- **Buck**
- **dingbatter**
- **doast**
- **good-some**
- **Call the mail over**
- **Meehonkey**
- **mommuck**
- **quamish**
- **goaty**
- **Miserable 'n the wind**
- **Russian rat**
- **say a word**
- **scud**
- **O'cocker**
- **up the beach**
- **slick cam**
- **smidget**
- **to**
- **young 'uns**

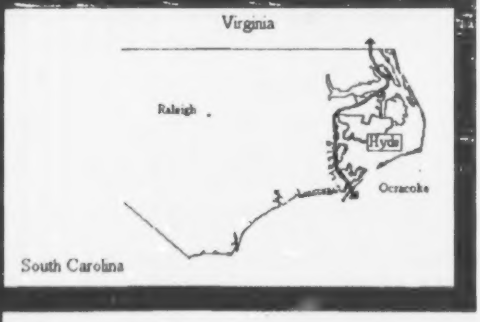
Simply fill in the blanks and see how you do...

1. They went ______________ to Hatteras to do some shopping.
2. That __________________ is from New Jersey.
3. That place sure was smelling______________________.
4. Elizabeth is _________________ the restaurant right now.
5. I put a_________________________ of salt on my apple.
6. We took a _________________ around the island in the car.
7. They're always together because he's his______________.
8. Back in the old days they used to call hide and seek _______________.
9. The ocean was so rough today I felt ____________________ in the boat.
10. Last night she came down with a ________________________.
11. I saw a big ____________________________ in the road.
12. That meal last night was ______________________________.
13. When Rex and James Barrie get together they sure can _______________.
14. You can't be an ____________________ unless you were born on the island.
15. The sea was real rough today, it was ______________________ out there.
16. When they ___________________________ I hope I get my letter.
17. She used to ____________________________ him when he was a child.
18. There was no wind at all today and it was a __________ out there on the sound.
19. There was a big, dead shark that they found ______________________.
20. ______________________________ don't act like they used to back then.

ANSWERS: 1. up the beach 2. dingbatter 3. goaty 4. to 5. smidget 6. scud 7. buck 8. meehonkey 9. quamished 10. doast 11. Russian rat 12. good-some 13. say a word 14. O'cocker 15. miserable in the wind 16. call the mail over 17. mommuck 18. slick cam 19. across the beach 20. young' uns

of the day, have been in the English language for centuries. On the other hand, words like *dingbatter* for 'outsiders', and *scud* for 'riding around the island' are relatively new. In fact, our research on the term *dingbatter* shows that it was adopted from the popular 1970s television sitcom *All in the Family*. In this show, Archie Bunker regularly refers to his wife Edit as a "dingbat" when she displays a lack of common sense. Prior to that time, terms like *foreigner* and *stranger* were used for outsiders.





A few grammatical differences also distinguish the dialect. The use of *weren't* where other dialects use *wasn't*, as in *I weren't there* or *It weren't in the house* is only found in the Mid-Atlantic coastal region, although its use extends from the coastal areas of Virginia and Maryland to the north down to the southern areas of coastal North Carolina. The use of the preposition *to* for at, as in *She's to the house tonight* is also fairly limited, though it is also found in some other coastal areas of the mid-Atlantic coastal region.

The use of an -s on verbs in sentences such as *The dogs barks every night* is characteristic of the Outer Banks brogue, but it is also found in other historically isolated dialects as well, such as those in Appalachia, as is the use of the *uh* sound with verbs as in *The dogs was a-huntin' the possum.*

The grammar of the Outer Banks does not add many unique dialect features to the make-up of the dialect, but it is certainly part of the overall mix that makes Outer Banks English what it is.

The History of the Brogue

Most of the early residents of the Outer Banks came south from Tidewater Virginia and from the eastern shores of Maryland, starting in the first decades of the 1700s. The early migration south along the coast was by boat, as the complicated network of rivers, estuaries and inlets, and the expansive marshlands made overland travel impossible. Although residents of the tidewater area did not come from a single location in the British Isles, southwestern England was well represented in the early population, although there were also people from East Anglia and other areas as well, including some Scots Irish. Some dialect traits can be traced to prominent features of Southwestern English, but there are also some features that can be traced to Irish English that make Outer Banks English similar to the dialects of Appalachia, where the Scots-Irish English effect is well-established.

The dialect resulted from a selective molding of various traits from the British Isles that took on a regional dimension along the coastal areas and islands of the Mid-Atlantic, concentrated in the islands running from the Chesapeake Bay to the Outer Banks. Although we can only speculate about the time of its emergence, the examination of some of the written documents, including the logs kept by lighthouse pilots, letters, and memoirs, shows that the dialect was well in place by the early and mid-1800s and flourished well into the mid-twentieth century.

The Future of the Brogue

What will happen to the brogue as the Outer Banks is flooded by the ever-increasing wave of *dingbatters*

Continued overleaf ➨

An Ocracoke Lexicon

Following is a sample of some of the vocabulary items used on the Outer Banks Island of Ocracoke, taken from Walt Wolfram and Natalie Schilling-Estes, *Hoi Toide on the Outer Banks: The Story of the Ocracoke Brogue* (UNC Press, 1997).

buck	**friend (male).** *He's my buck*
breakwater	**Set up a barrier to stop the flow of water.** *They breakwatered the inlet.*
dingbatter	**A non-native resident or tourist.** *Dingbatters now outnumber O'cockers.*
goaty	**Smell foul.** *It sure does smell goaty there*
meehonkey	**Hide and seek.** *The kids used to play meehonkey a lot.*
mommuck	**Harass, bother.** *They sure were mommucking the young 'uns.*
O'cocker	**A native of Ocracoke.** *There are about 300 O'cockers on the Island.*
quamish	**sick to the stomach.** *They were quamished in the gut from the rough sea.*
say a word	**Talk a lot.** *Some folks sure can say a word.*
slick cam	**Smooth water.** *The sound is slick cam today.*

who transformed the barrier islands from a self-contained, marine-based economy into a service-based tourist industry during the past half century? The classification of the brogue as an "endangered dialect" has sometimes caught the fancy of the media, but the threat to the brogue in communities up and down coastal Carolina is very real. If we compare just three generations within the same family, we can see how quickly a unique language can die. In some families, the grandparents may still retain many traditional speech characteristics of the dialect, including the traditional pronunciation, vocabulary, and grammar; the children, however, show a significant reduction in the use of the forms, and the grandchildren have virtually none of these traits. We have documented this pattern of dialect erosion in a number of families we have interviewed over the past decade, so that the traditional dialect could, in fact, vanish in a couple of generations.

Dialectologists and linguists worry about the disappearance of the brogue, and liken language loss to the extinction of biological species, arguing that science, culture, and history are lost when a language or dialect of a language dies. In our quest to understand the general nature of language, we learn from diversity, just as we learn about the general nature of life from biological diversity. When a language or dialect dies, there is an essential and unique part of a human knowledge and culture that dies with it. The Outer Banks would certainly still be the Outer Banks if the dialect were to disappear completely, but a part of the traditional culture of the island surely would be lost if it does. I personally find it hard to imagine certain stories being told without the resonating sounds of the brogue.

One thing seems to be certain about the brogue. It has been an essential part of the traditional Outer Banks culture and people in the community and students in the schools need to know about it if they have any desire of staying in touch with the legacy that has made the Outer Banks such a unique place. The dialect heritage deserves to be indelibly documented and preserved for *hoi toiders*, for new residents, and for tourists who wish to understand why it is such a special place. To this end, our activities on the Outer Banks have involved recorded interviews with islanders of all ages, producing video documentaries and audio compact disks and cassettes that preserve the brogue, and developing a school-based curriculum for students to learn about their dialect heritage.

Linguists Walt Wolfram and Natalie Schilling-Estes (left) interview islander Dave Esham on his boat. Trudy Austin and Jana McLeod (above) share a quiet moment on the dock.

Resources

A popular description of Ocracoke speech is found in Walt Wolfram and Natalie Schilling-Estes, *Hoi Toide on the Outer Banks: The Story of the Ocracoke Brogue* (University of North Carolina Press, 1997, $14.95); a more technical description is provided in Walt Wolfram, Kirk Hazen, and Natalie Schilling-Estes, *Dialect Change and Main-tenance on the Outer Banks* (Publication of the American Dialect Number 81, Duke University Press, 1999, $20). A video, *The Ocracoke Brogue*, can be purchased for $20 from the Ocracoke Preservation Society (http://www.ocracoke-museum.org) and a CD/cassette, *Ocracoke Speaks*, which gives the stories of Ocracoke in the voice of the residents themselves, can be purchased for $15. Speech samples can also be found on the web at http://www.ncsu.edu/linguistics and http://www.ocracoke-museum.org

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Walt Wolfram is the William C. Friday Distinguished Professor at North Carolina State University and the Director of the North Carolina Language and Life Project. He is the co-author (with Natalie Schilling-Estes) of *Hoi Toide on the Outer Banks: The Story of the Ocracoke Brogue* and Executive Producer of the video documentary, *The Ocracoke Brogue*.

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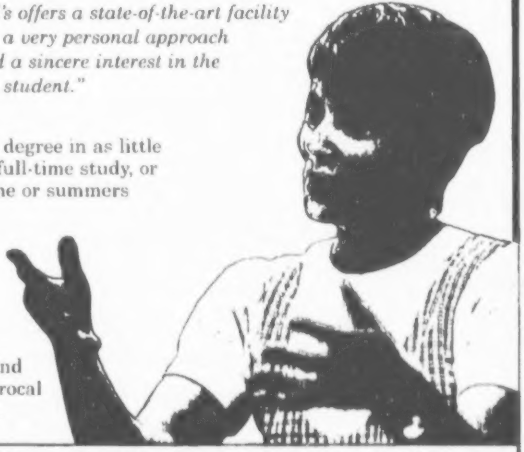

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DON'T EVER DO THAT AGAIN!!

Intonation is one of the most challenging topics to cover in the ESL classroom. **Steven Donahue** *explains that there are three aspects to the problem of intonation pedagogy. One, there is wide disagreement over the* **formal description** *of the English intonation system. Two, there is no ready consensus about the* **semantic contribution** *for each posited formal description. And, three, intonation is subject to a* **load factor** *for both native and nonnative speakers whereby many speakers will sacrifice intonation contours when concentrating on other aspects of communication.*

Intonation Studen

For the ESL teacher, attempting to teach subject matter that has multiple meanings or is under-defined can be a nightmarish task. While canonical patterns may be covered in the classroom (Yes-No, Tag Question, Wh-question), few texts even bother to give the ESL teacher or learner the skills necessary to produce intonation in a communicative manner. In order to try and find a more effective method of teaching intonation, a series of experiments were conducted in an attempt to tease out answers to the following:

1. Which intonation Categories do ESL students already come into the classroom with?
2. Is there a "goodness-of-example" Prototype for each intonation pattern in terms of gesture and facial expression?
3. Has intonation been successfully learned by ESL students?

Formal System

Put simply, intonation involves the stretching of the vocal cords. When they are stretched, the frequency or pitch is higher; when relaxed pitch is lower. Changes in pitch can reflect changes in meaning. Some of these changes might be lexical as in the meaning of a word, e.g., *record* (noun) versus *record* (verb). Some might be grammatical as in signaling a question. Other changes might reflect the mood of the speaker and signal excitement, boredom, or anger.

For the purposes of this study, 27 intonation patterns were put into a test instrument. Intonation patterns ranged from #1 *Statement* with a falling pattern to #27 *Determined* (very serious) with a series of falling slides. The full system is available for viewing at *http://fs.broward.cc.fl.us/~sdonahue/diagnosis.html*. The twelve main patterns responsive to this report are described in the table on p.27.

Semantic Contribution

For languages of the world, there seems to be " a near-universal distinction between fall and rise expounding meanings at a level of abstraction higher than that between statement and question." (Cruttenden, 1981: 85). In this article, I will refer to the basic level

Acquisition by ESL
ts: A Case Study

INTONATION PATTERNS

#	Pattern	Description
1.	STATEMENT	✓ Simple statements of facts typically have falling intonation at the end of the utterance.
2.	WH-QUESTION	✓ Interrogatives beginning with Wh- or H such as What, Who, etc. usually have a falling pattern at the end.
3.	YES-NO QUESTION	✓ Questions that can be answered by a Yes or No usually rise.
7.	NON-FINAL	✓ When a sentence is composed of two relatively complete thoughts, the first thought rises then falls to an extra low note
11.	DOUBLE YES-NO	✓ These questions do not necessarily require a choice between the two items. There is a rise over both items or over the end of the sentence. "Have you visited the library or the restaurant?"
12.	DIRECT ADDRESS	✓ Here the pattern starts low and rises.
17.	ENTHUSIASM	✓ Here there is an extra high point, then a fall.
18.	COAXING	✓ This pattern begins high, goes low, then rises again.
21.	SURPRISE	✓ Here there is an extra high point on the important word.
22.	APPROVAL	✓ Approval is signaled by an extra high note on the adjective or verb.
23.	PLACE NAME	✓ Usually, the city and state receive extra emphasis.
27.	DETERMINED	✓ Here, a separate stress and downward shift occurs on each word in the sentence.

categories of intonation as Prototypes or best examples, and I will refer higher intonation abstractions as Categories.

The traditional, Aristotelian view of Categories holds that they are characterized solely by the shared properties of their members. Dogs belong to the same Category because of common characteristics such as barking, loyalty, wagging tails, and ability to mate with other canines. George Lakoff in *Women, Fire, and Dangerous Things* calls the classical view of such categorization objectivism. Objectivism is characterized by an operation that focuses on "manipulation of abstract symbols and that these symbols get their meaning via a correspondence with the world, objectively construed, that is, independent of the understanding of any organism." In other words, Categories involve "disembodied symbol-manipulation" and not gut or intuitive interpretation. In teaching intonation, for example, you would teach that mocking and irony patterns belong to a Category showing unexpected highlighting of what would otherwise be a plain fact so as to belie that fact.

The ESL student must operate on two levels: listen for the formal pattern and interpret the semantic significance. An intonation pattern such as "irony" would add several layers of complexity to this basic model and would only be understood from interlocking context, e.g., "Am I a teacher?" is a Yes-No question, but the sudden rise on "I" would indicate irony because it is a question that both I as the asker, and you as the listener should know. There are layers of inconsistencies that need to be sorted out to extract meaning from the utterance. It is an intonation meaning that rides atop the grammatical string. As ESL teachers, we realize that the inability of being able to extract these more complex levels of meanings (such as Categories of irony, humor, mocking) by our students leads to misunderstandings and communication failures. Underpinning these more complex Categories are Basic Categories or Prototypes. William Labov demonstrated that the linguistic categorization of household items like mugs, cups, and bowls showed that there were no clear cut lines between what constituted, for example, a cup and a bowl by participants in the study. In other words, some items were "better" examples of a Category than others. The phenomena where certain items show psychologically real degrees of membership was observed in Eleanor Rosch's seminal experiments. These "best examples" are called Prototypes. In terms of learning intonation, the teacher would refer to the best example of a particular intonation pattern such as Happy is Up; Sad is Down or Unknown is Up ; Known is Down.

The relevant pedagogical question that must be asked for effective instruction of intonation is : "Is a particular intonation pattern best taught by referring to a Category or by referring to a Prototype or a combination of both?"

In the classical model of Categorization, we would witness the gradual emergence of intonation by ESL speakers as they constructed those contours which defined membership. Here, the ESL learner would contextualize native utterances that he or she hears and by *overextension* eventually get closer and closer to the native mark. Typically, ESL students *overextend* question intonation patterns and apply the rising Yes-No pattern to Wh-Questions. As they master question intonation patterns, they eventually use the rising pattern only for Yes-No questions and abandon it for the Wh-pattern.

On the other hand, acquisition by Prototype would be typified initially by *underextension*. With *overextension*, the student is using one pattern to cover two or more situations ; with *underextension*, they use two or more patterns to cover a single situation. In the same manner that a first language learner's native Prototype might differ from a native adult's, the second language learner may go through an adjustment, a zeroing-in process whereby the native Prototype is linked to the English Prototype. For example, an ESL learner may want to be nice to someone who is doing a good job and alternately use Coaxing or Approval intonation patterns in a seemingly random pattern during the intonation acquisition process. With both Coaxing and Approval patterns, there is

Continued ➨

a Prototype of rising and falling, but the ESL student has not yet figured out which one is semantically appropriate for a particular context.

Load Factor

Tied in with interference from the second language is the concept of load factor. Second language learners seem to learn intonation last and throw it overboard when they get nervous. Native speakers can go monotonic when stressed as well. On the other hand, both language groups will resort back to attitudinal intonation when under heavy emotional load. It may be that under stress, intonation that is acquired by Categories may be abandoned and more basic patterns that invoke an intonation Prototype may re-emerge. Obviously, in teaching intonation, it is important to maintain a relaxed environment. In addition, under stress, this lack of adherence to intonation norms can lead to painful, ambiguous, or at times, comical misunderstandings.

Methodology

Three tests were administered over the course of four months in conjunction with ESL pronunciation courses. One hundred and seven students either listened to the teacher's live voice or the recorded test in the language lab at Broward Community College, Florida. The test results were recorded on Scantrons or directly from the Web site.

1. Pretest. Twenty-seven intonation categories were put into a multiple choice test. The teacher read the items aloud to the class.

Here is an example of one item:

PRETEST (JANUARY, 2000)
DETERMINATION

27. Don't you ever talk to me like that.
(a) You really mean it. (correct answer)
(b) You are joking.
(c) You are shocked.

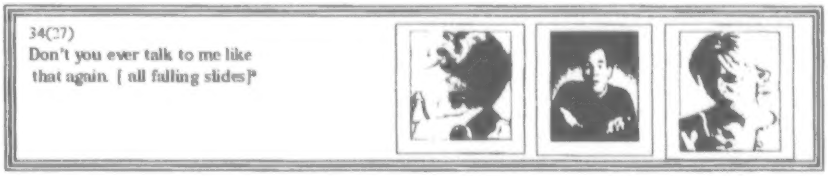
The pretest, which was a pure listening test without graphics showed these results. The percent are for the correct student responses. Students generally got an "A" in this test.

2. Photo Test. A twenty-seven Category item test corresponding to the same categories as the intonation pretest was developed. The items were read aloud by the teacher. Here students were to couple gesture and facial expression photos while listening to the instructor's voice. In this "goodness-of-example" or Prototype test, students did poorly and got between a low "C" and an "F".

Here is an example of a test item:

Students did well in the test on 27 intonation categories.

INTONATION PICTURE TEST (FEBRUARY-MARCH, 2000)



34(27)
Don't you ever talk to me like that again. [all falling slides]*

Correct

3.Posttest. A twenty-seven Category test was developed and given to students in a language laboratory with listening tapes.

Prior to the final posttest, many students studied the Intonation module prepared for the course and listened to the instructor's accompanying tapes in the language laboratory.

Continued ➠

INTONATION TEST IN LAB WITH SCANTRON (APRIL, 2000)

27. Here, the person is very serious and determined.

(a) Don't you ever talk to me like that again. [all rising slides]
(b) Don't you ever talk to me like that again. [all falling slides]*
(c) Don't you ever talk to me like that again. [no intonation]

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Results of Experiment					
Pretest		**PhotoTest**		**Posttest**	
Statement	**95%**	**Statement**	**54%**	**Statement**	**71%**
Wh-Question	**98%**	**Direct Address**	**68%**	**Wh-Question**	**50%**
Yes-No Question	**98%**	**Enthusiasm**	**58%**	**Yes-No Question**	**74%**
Double Yes-No	**86%**	**Coaxing**	**55%**	**Double Yes-No**	**75%**
Surprise	**91%**	**Approval**	**72%**	**Non Final**	**76%**
Approval	**91%**	**Place Names**	**50%**	**Direct Address**	**39%**
		Irony/ **Determined**	**11%/** **78%**	RED = DECLINE	

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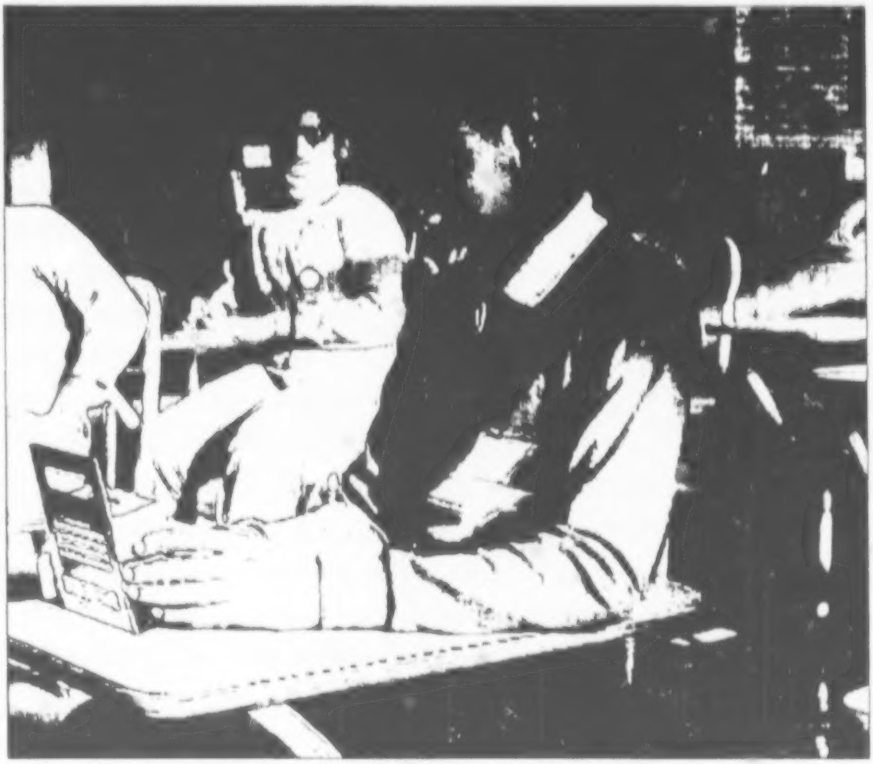
Conclusion

This study sought to determine whether an adequately described unit of English intonation could be taught in the ESL classroom. In order to do this it was first necessary to determine which intonation categories ESL students are coming into the classroom with, to find any universal patterns through a goodness-of-fit test or Prototype, and to perform a posttest to assess the learning outcomes of the semester.

The following are the conclusions based on the quantitative data and descriptive analysis summarized on the preceding pages.

(1) Generally, students are coming into the classroom with stronger falling patterns than rising patterns. They seem equipped with the universal or Basic Categories as outlined by Bolinger. Prototypes such as Statements, Wh-Questions, and Yes-No as well as the Attitudinal categories of Shock, Surprise, and Determination [Anger or Dogmatic] are apparent.

(2) Secondly, in the "goodness-of-fit" Prototype experiments it was revealed that there is a great deal of polysemy or multiple readings in terms of linking expression and gesture photos to categories of intonation. A second factor here is that the more abstract the intonation Category (Irony) the lower the score and the more concrete or salient (Determined) the higher the score, e.g., 11% versus. 78%.



(3) Next, in most cases the learning of acquisition intonation by ESL students has been markedly shown. The declines in categories that were known by the students before coming into the classroom are dramatic indicators of the re-aligning of the intonation system in terms of English patterns. On the other hand, the six-fold improvement in some Categories is strong evidence of intonation acquisition.

(4)"In general, students seem to be equipped with intonation Prototypes that correspond to a great degree with English counterparts. Most intonation ESL errors in this Category seem to be from *underextension* of the basic Category. However, when trying to master the unfamiliar aspects of English intonation which are more abstract Categories, errors due to *overextension* occur.

Steven Donahue, Professor of ESL, Broward Community College, Florida

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Measuring Student Autonomy

Claudia Monacelli discusses her survey of students' experiences in the interpreting classroom.

My end-of-course survey revealed that standard teaching methods involving pre-teaching of context and vocabulary, practice interpreting, and continual teacher critique of the students' performances, are the symptoms of a "product" approach to teaching, which encourages the strengthening a teacher's authority and the weakening a student's autonomy.

By applying the notion of learner-centeredness to the simultaneous interpreting classroom, a method using self-monitoring (where learners monitor their own input into the target language) was designed in an attempt to foster student autonomy. Such an approach to learning corresponds to what the literature terms "self-regulated learning" (SRL). Self-regulation is essentially a cybernetic process, a control mechanism, which makes individuals goal-directed and assists in implementing intentionality. The key element of the design, self-monitoring (SM), is defined by educational psychology as one of the fundamental subprocesses of SRL and research findings show that students who self-monitor outperform their classmates (Lan, 1996).

SM can generally be defined as self-observation and refers to deliberate attention to aspects of one's behavior. In order to exert influence over their own behavior, individuals need to monitor what they do; actions then give rise to self-reactions through a judgmental function where behavior is evaluated in relation to personal standards and environmental circumstances (Bandura, 1991: 277). In this sense SM represents the cognitive process that assesses states of progress relating to goals and this, in turn, generates internal feedback that can guide further action. Of course before enacting such an internal feedback cycle students must have some awareness of actual professional behavior so that they can start constructing a network of possible interpreting problems and probable strategies to deal with them.

Research has shown that simply conveying knowledge of strategies and suitable target behaviors does not improve uptake unless students are able to experience them first-hand (Zimmerman, 1990: 10).

The teaching model was inspired by David Kolb's seminal work on experiential learning (1984). He describes learning as "[…] a four-stage cycle involving four adaptive learning modes – concrete experience, reflective observation, abstract conceptualization, and active experimentation. […] The structural bases of the learning process lie in the transactions among these four adaptive modes and the way in which the adaptive dialectic get resolved" (Kolb, 1984: 40-41). Figure 1 illustrates the structural dimensions underlying the process of experiential learning and the resulting basic knowledge forms.'

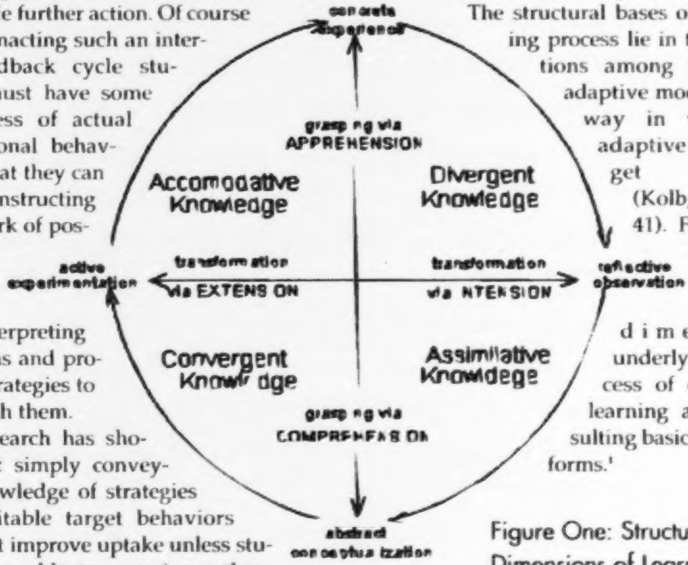
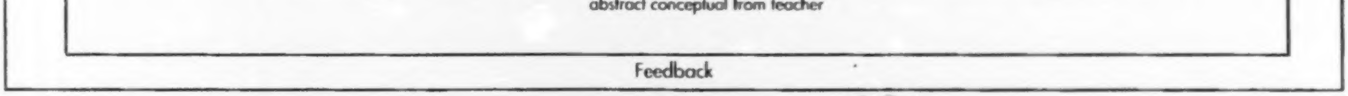

concrete experience
grasping via APPREHENSION
Accomodative Knowledge
Divergent Knowledge
active experimentation
transformation via EXTENSION
transformation via INTENSION
reflective observation
Convergent Knowledge
Assimilative Knowledge
grasping via COMPREHENSION
abstract conceptualization

Figure One: Structural Dimensions of Learning and Resulting Knowledge Forms

Figure 2. Self-regulated learning model for interpreter training


Source/Target Text
Student Questions
1. Analysis
2. Performance
3. Strategic Goals
4. Self-monitoring
active experimentation
concrete experience
abstract conceptual
reflective observation
Process Knowledge - Awareness raising/SM training
abstract conceptual from teacher
Feedback

n Interpreter Training

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> "Research has shown that simply conveying knowledge of strategies and suitable target behaviors does not improve uptake unless students are able to experience them first-hand"

Concrete experience/abstract conceptualization and active experimentation/reflective observation are two distinct dimensions, representing two dialectically opposed adaptive orientations. Kolb explains that learning requires "both a grasp or figurative representation of experience and some transformation of that representation (Kolb, 1984: 42). The manner in which these adaptive orientations are grasped and transformed also represent two different and opposing processes, resulting in the following forms of knowledge: divergent, assimilative, convergent and accommodative. An initial experiment was conducted in an attempt to operationalize the concept of autonomy, using the model illustrated in fig. 2. Each phase of the design is further defined in terms of Kolb's learning dimensions.

Authentic recordings of professional performances were found to be most useful during an awareness-raising phase: students single out issues often neglected by teachers (1. Analysis) and suggest unique strategies to tackle specific problems (Cresswell & Monacelli, 1998). After students practice the skills deemed necessary for simultaneous interpreting (2. Performance) – as defined during an awareness-raising phase – they must then be trained to monitor their own performances either through a teacher demonstration and/or by submitting their initial SM attempts to their peers (Monacelli, 1999: 29). During this exchange it is important that students develop personal standards and set themselves "strategic goals" (phase 3), while being guided by the teacher (Process knowledge) before independent SM sessions are assigned (4. Reflective observation). SM sessions are then organized where students individually record an interpretation of a 5-10 min. speech on two-track tapes. Written questions concerning their performances are also answered by the teacher in writing. The feedback cycle includes both external (teacher's and peers') and internal (student's) feedback. Stages of processing can last as long as

➠

the student is willing to spend. In this particular experiment the entire process of phases 1-4 (fig. 2) lasted 1 week; another week was needed for the teacher to return and discuss responses.

Thirteen students from a first-year simultaneous interpreting course participated in the experiment. However findings are only based on those students who had participated in at least 4 of the 5 SM sessions held, i.e. a total of 7 students: 6 females, 1 male. The data refer to SM sessions in which all 7 students participated (SM 1, SM 3, SM 4). Students were all native Italian speakers and the course concentrated on interpreting into their L2 (English). Students' questions were categorized according to type: requests for confirmation of an answer and direct requests for the answer. A total of 99 questions were submitted during the three SM sessions completed by all seven students. The following two samples show how students, even when addressing the same question, requested confirmation of an answer (sample 1) and directly requested an answer (sample 2).

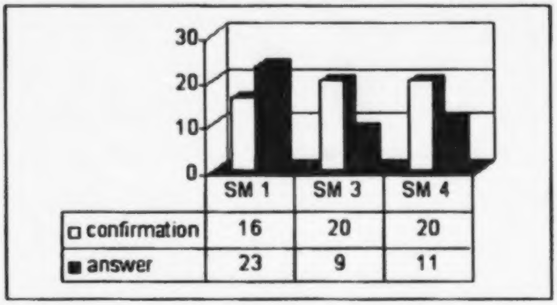
Sample 1

At one point I got lost because the speaker mentioned a "terzo punto" [third point] and I immediately translated it with "the third point". However, I had not translated a "first/second point" before that, so I guess it would have been more correct to omit it.

Sample 2

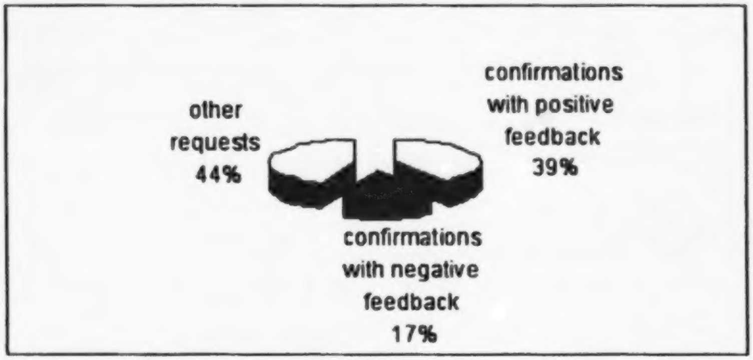
I got lost when the speaker mentioned the third point and then some alternatives. What could I have done there?

Figure 3. Student questions as requests for confirmation and answers.



	SM 1	SM 3	SM 4
☐ confirmation	16	20	20
■ answer	23	9	11

Figure 4. Degree of autonomous problem-solving



The number of requests for confirmation of an answer where students offered their own solutions (56) was greater than the number of direct requests for answers (43), and this trend developed during the last two SM sessions (fig. 3), suggesting an increase in students' confidence vis-à-vis their problem-solving abilities or that student uptake increased with each SM session.

Conclusion

Generally, the teaching design seemed to provide motivation in giving students a large measure of both direction and independence and, most importantly, control over the process which, in turn, improved students' confidence. In order for students to fully be in control, however, they must not only be able to regulate their consciousness (in order to make "conscious" efforts towards established goals), but they need to become aware of this power and understand how it operates. As mentioned, self-regulation is an ongoing, interactive process involving self-conception, self-processes and the environment. When unaware of these processes, perceptual experience is driven by the interaction of unconscious internal processes and external events, which makes for what the literature calls external "locus of control", or control out of the students' hands (McAleese, 1998) It is relatively easy to measure a student's learning of factual information, but more difficult to measure the success of a teacher's efforts to instill attitudes and habits toward learning and inquiry which will then ultimately lead to enhanced autonomy. Written exchanges in the form of student problem-framing and subsequent answers provided by the teacher or brought forth by students themselves provided the opportunity to measure the level of student autonomy to some extent. Results were nonetheless encouraging, to the point of suggesting that further study of self-regulated learning applied to training may indeed yield insight into yet improved ways of promoting and measuring student autonomy.

Claudio Monacelli is a member of the Associazione italiana traduttori ed interpreti (FIT – UNESCO), and is a former national board member and regional chapter president of that organization. A freelance conference interpreter, she started her career in the U.S. and currently teaches interpreting at the Scuola di Lingue Moderne per Interpreti e Traduttori (CIUTI) of the University of Bologna in Forlì. She has written several articles on interpreting and the following books: *Interpreti si diventa* (1997, Milan:Franco Angeli), an interpreter's manual, and *Messaggi in codice* (1999, Milan:Franco Angeli), on note-taking from oral texts. She has also organized refresher courses for interpreters of the Italian Ministry of the Interior and conducts interpreter training courses for the Italian Army.

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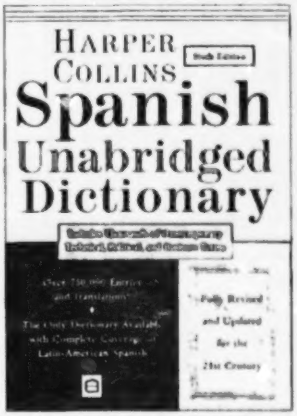
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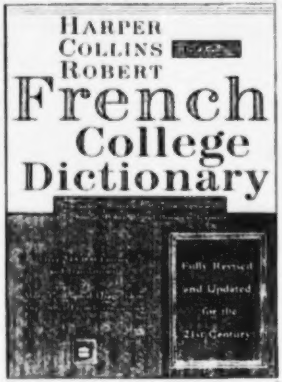
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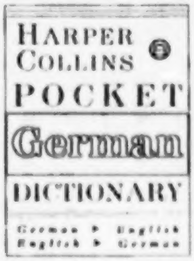
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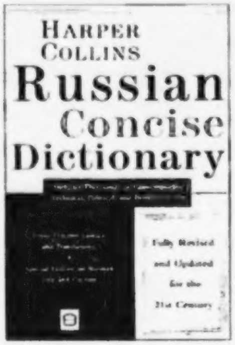
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Lang
Oppr

Barbara Stipek takes a look at women and words.

Language has been evidenced to exercise an oppressive power on groups that fall outside of the dominant culture. Women, who fall into our ironic category called "minorities", are subject to linguistic oppression. And what makes this oppression so striking is that much of it is built into the structure of language itself. In other words, the oppression of women is grammatically correct.

One of the ways in which sexism is built into language is through the use of gender as a way to categorize words. It is important to remember that, while sex is a biological given, gender has been created by human beings. It is therefore colored by society's attitudes and expectations.

This makes me think of my early studies of French when I first became aware of gender in language (we often don't notice these things in our own language—that's what's so insidious about linguistic forms of discrimination.) We would learn lists of adjectives in the masculine form first. We would later add a feminine form, which was always longer and more cumbersome. How many times did we girls get points marked off because we left off the extra "e" that boys never had to worry about when describing themselves in the world? This "markedness" is oppressive in that, not only does it require more work on the part of the user; it also points out that women fall outside of the "standard" grammatical forms.

As Simone de Beauvoir wrote in 1953, "Language makes the male the basic reality and the female the "other." Not much has changed since then.

Let us examine what is considered to be a "neutral" term in English, the word man. I decided to look it up in my American Heritage dictionary to see what I could find. The definition read as follows:

"1. *An adult male as distinguished from a female.* 2. *Any human being, regardless of sex or age; a member of the human race, a person.*"

The order of the definitions is very telling. Humankind is male, first and foremost. And how can a term "distinguish" men from women in one breath, then lump them together in the next? It is very disturbing to have a term that both includes and excludes half the world's population. How are we supposed to know if we're being indicated or not?

Women are kept out of the center of society by the grammatical structures available to them and by discriminatory "neutral" terms such as he and man. And the reason that the oppressive power is so strong is that the oppressed are trapped inside a linguistic web that keeps them in their place. Even to talk about their oppression requires the use of oppressive language.

When a woman speaks of her own linguistic plight, she may catch herself using "Women's Language". This type of language is characterized by asking more questions, using more hedges and qualifiers (kind of, sort of), using more tag questions (don't you think?"), and using many intensifiers (really!). I do not wish to say that there is anything inherently bad or weak about Women's Language or the use of a more polite and affirming conversational style. I simply find it interesting that women are taught forms of language that command less respect than those that men use. It's as though, in a society that respects and admires black coats, women are given white ones.

A strict grammarian who insists that the correct use of language is not oppressive is

age and ssion

Suffragette

> "I simply find it interesting that women are taught forms of language that command less respect than those that men use. It's as though, in a society that respects and admires black coats, women are given white ones."

simply denying the fact that language is filled with value judgments. We can't look at language as a natural phenomenon that magically "appeared" nor can we look at it as sacred and unalterable. Our society invented it and our society can change it. If some of our corrections sound ungrammatical at first, then we must remember that language is a living, growing thing, and that our changes will eventually be assimilated. Everyone who follows can raise their hands.

Clearly, women's oppression is not simply reflected in language, it is perpetuated by it and in some cases created by it. One approach to overcoming oppressive practices in our society is to become more aware of our own linguistic practices. We must question how words can include women one moment then exclude them the next. We should examine our "marked" grammatical forms and discuss their implications. And, we should realize that until our society learns to value women as different from—but equal to—men, the conversational style that we teach our daughters places them in a position of weakness and inferiority.

Further Reading

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Barbara Stipek has a Master's Degree in language education and a background in Linguistics and French Feminist Literature. She is is currently writing and conducting research on socio-linguistic issues

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The Forest For The Trees

Tracey Tokuhama-Espinosa guides teachers through the multilingual maze

Bilingual Education
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The benefits of bilingualism are shining. "Bilingual kids are a bonus," writes Michael Howard (*American Language Review,* Sept./Oct. 2000, pp. 32-33). "Studies show multilinguals more creative than monolinguals in 30 out of 30 studies," writes researcher Lena Riccardelli (1992). "Bilingual children underst[and] better than monolingual children the general symbolic representation of print," writes Ellen Bialystok (1997).

If these praises for bilingualism, and the studies that support them are all true, then why does a black hole of uncertainty remain in nearly all states, and at many a ballot box this coming month, on the benefits of bilingual education?

I believe it may have to do, strangely enough, with semantics. By becoming more adept at labeling different types of foreign language learners, we have made the issues cloudier to the general public. Over the past few years, the debate on foreign-language instruction in the United States has become splintered into three sub-debates: English as a Foreign Language (EFL) vs. English as a Second Language (ESL) vs. Foreign Language Instruction for native English speakers. Though we have a clearer view of each tree, what has been lost is a good view of the forest. What researchers, politicians, teachers and parents must recall, however, is that all three spring from a single root: Foreign Language Education.

When I began researching the best way to raise my own children in a multilingual environment, I was overwhelmed with the many disciplines in which research was generated. I documented hundreds of studies on comparative schooling and curriculum methods. I found dozens of fascinating write-ups on new neurological findings related to where first, second, and even third, fourth, fifth and sixth languages were stored in the brain. I reviewed all the studies on literacy and biliteracy skills I could get my hands on.

Continued overleaf ➡

►► I researched the psychological implications of failure in a target language, and the factors leading to success. And to try and make sense of the many disparate fields of research for easier reading, I looked for patterns. I found that these studies fit--sometimes neatly and sometimes not--into ten basic groups. I call these the Ten Key Factors in Raising Multilingual Children.

The Ten Key Factors include: Aptitude, Timing, Motivation, Strategy, Consistency, Opportunity, the Linguistic Relationship between the Languages, Siblings, Gender and Hand-Use. In many cases, entire theories of foreign language development are based on just one of these ten factors. However, I began to see the ten theory groups differently when I compared them with the 120 case studies of multilingual families I had documented from around the world, namely in Japan, the United States, Ecuador, Switzerland, France and Germany, and came to the conclusion that it was impossible (and unfair) to box a family into any single foreign language learning theory. In fact, in every case, it was apparent that all ten factors played a role in language development. And therein lies our challenge.

Aptitude: Every person is born with a certain aptitude for different life skills, be it math or art, skiing, nuclear physics or ballet. Aptitude is based on inherited genes. People with a high aptitude for foreign languages learn new languages easily; people with low aptitude learn foreign languages with difficulty (but many can and do become proficient with additional effort). While you cannot influence how much aptitude a person has, you can make the most of what does exist, and shore it up using the other nine factors.

Timing: The windows of opportunity in a person's life when they are exposed to a foreign language. If you are a native English language speaker, and your spouse a native Spanish speaker, and you have exposed your child to those two languages since birth, you have used Timing, or the windows, to your advantage. Bilingualism from birth is the best use of Timing, but it is not always possible. There are other windows of opportunity, but unfortunately few of our schools take advantage of them. For example, between four- and seven-years-old is a wonderful window for learning foreign languages, but very few schools take advantage of this. In contrast, the high school years are a very challenging time to introduce foreign languages, due to social pressures and other psychological reasons, but this is precisely when we do try to teach foreign languages to our native English speakers in the United States.

Motivation includes both positive and negative, as a well as internal and external factors, such as how a child feels about the language being learned, if the parents encourage the language skills, as well as the situation of language isolation. For example, many speakers of Asian languages such as Korean, Japanese and Chinese do not find speakers of their home language easily in the Swiss environment, and so are impelled to learn the local language quickly if they wish to integrate and make friends. Falling in love is a fantastic motivating force, as is hatred. If the language learner has a positive relationship with the language teacher, good results occur. If the language learner feels rejected by the teacher, or for some other reason does not trust or like the teacher, it will be a long time until summer break comes around.

> "The forest of foreign language education and its many offshoots invite a dynamic discourse and strong opinions on all sides."

Strategy: Making a conscious decision to approach language development in a certain way – and by the way, having no strategy at all is a type of strategy, but it is not nearly as effective as a conscious, proven strategy. I have found seven strategies which are well documented in my research, the two most popular being One Person-One Language, and the other being One Language Inside the Home, One Language in the Environment. Other strategies can be successful as well, such as labeling a certain Place or Time for a certain language (such as Hebrew classes during Temple, or Spanish catechism classes at church). There is no hard evidence that one strategy works better than all the others, though One Person-One Language is the most popular. What is important is to consciously decide to use a strategy at all. Many families and teachers flip flop from one strategy to another, groping along, only to prolong the language learning process.

Consistency is each family members' ability to stay true to an agreed upon strategy. For example, if the Campi family decides to speak Italian within the home, and leave the development of English to the environment, but dad sometimes forgets and often speaks English to everyone at dinner, then the Campis have a less than perfect strategy. They will all probably develop successful bilingual abilities, (because they will receive a consistent supply of English from the school or work environment), but they will not have as easy a time of it as if they had followed a good strategy.

Opportunity is the number of occasions one has to use one's languages. You and I might have a great Motivation to learn Swahili—or Thai or Turkish—but if we don't have the Opportunity to practice it in meaningful situations we will never truly become proficient.

The **Linguistic Relationship between Languages** simply means whether or not the languages share a common historical root. For example, German and English share roots, as do the Romance languages, or Latin languages, of Italian, French, Portuguese, Spanish and Romanisch. If the native language shares roots with the second language, then the second language is easier to learn due to the similarity of grammar, vocabulary and sound systems.

The influence of **Siblings** is one of the less supported areas of research, but there are some studies saying that having more than one child influences the language learning skills of both the older and younger sibling. In the positive cases, younger children learn a great deal from their older siblings because they have a far greater number of verbal exchanges and conversations in a day than an only child would have.

However, in the negative case, one sibling can become the "official interpreter" for the usually younger sibling, and this can temporarily stunt that child's language development because he will not have as many chances to speak since the older brother or sister dominates.

The final two factors have to do with the multilingual brain. Depending on when languages are learned, they are housed in different parts of the brain (though areas of cross-over exist). Loraine Obler did a fantastic study of a heptaglot stroke patient in which she demonstrated that the patient recovered different languages at different times because they had been stored in different parts of his brain. The multilingual brain is also influenced by whether it is a male brain or a female.

Gender: Sexist as it may sound at first, we now have the technology to see how boys and girls approach language from different parts of the brain. Men tend to localize language in the brain to a rather small and specific area and are relatively literal in their appraisal of conversations, whereas women tend to have their languages skills spread out over a wider area of the brain, giving greater importance to things such as intonation, facial movements and body language. Though exceptions are always present, this appears to be the general rule.

Most people have their main language area of the brain in the left frontal and parietal lobes, but unexplainably, a small percentage (30%) of those who write with their left hand and 5% of those who write with their right hand may actually have language spread out over a greater area. This is not to say that this special group are better at foreign languages than others, but rather that they may favor different teaching methods in their study. This is why **Hand-Use,** as it reflects cerebral dominance, is considered one of our ten factors.

Every individual will take the Ten Factors and have a unique combination for foreign language development, which mixes them differently. Such individuality is what gives researchers and educators awe at the human capacity for language, and what challenges policy makers and administrators to re-think an individual approach to language education.

The forest of foreign language education and its many offshoots invite a dynamic discourse and strong opinions on all sides. The tough questions in the debate over ESL instruction, or the applicability of EFL curricula, or questioning the lateness with which we approach foreign language instruction for native English language speakers in the schools are important in and of themselves.

Why then should the debate become more personal? Move from policy and administration back to the student? Target people and not populations?

The debate is personal because, from each of those branches, swinging precariously, is an individual: A student who is counting on you to recognize his or her unique combination of strengths and weaknesses. This individuality means a great deal more than a certain percentage on a standardized test.

Tracey Tokuhama-Espinosa studied for her Master's of Education at Harvard University and her undergraduate degrees of international relations and mass communication at Boston University. Tracey has taught in international schools in Japan, Ecuador, and is currently an early reading teacher in France. Tracey has given numerous workshops on raising multilingual children to professional counselors and teachers, and to families throughout Switzerland and France. She and her husband, Cristian, are raising three multilingual children in English, Spanish, German and French. Tracey is the author of *Raising Multilingual Children: Foreign Language Acquisition and Children*, Bergin and Garvey, October 2000.

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Teaching ESL in America's Public School System

Many educators looking for teaching jobs in English as a second or foreign language aim for positions at universities and colleges in the United States or overseas. Teaching ESL/EFL in private language schools and within corporate training structures are also popular goals.

Less often considered are ESL teaching possibilities within U.S. public school systems at the elementary, junior and high school levels. Yet many satisfying and rewarding jobs exist in this sector. The massive influx of immigrants into the U.S. within the last 20 years has filled our public schools with children whose native language is not English and who have a clear linguistic disadvantage competing or even surviving in an academic environment. Many of these students drop out at an early age, forever doomed to a marginal life in contemporary, merit-driven America. To counter this lamentable situation, many school systems now provide ESL courses for these students with a view toward improving their academic competence.

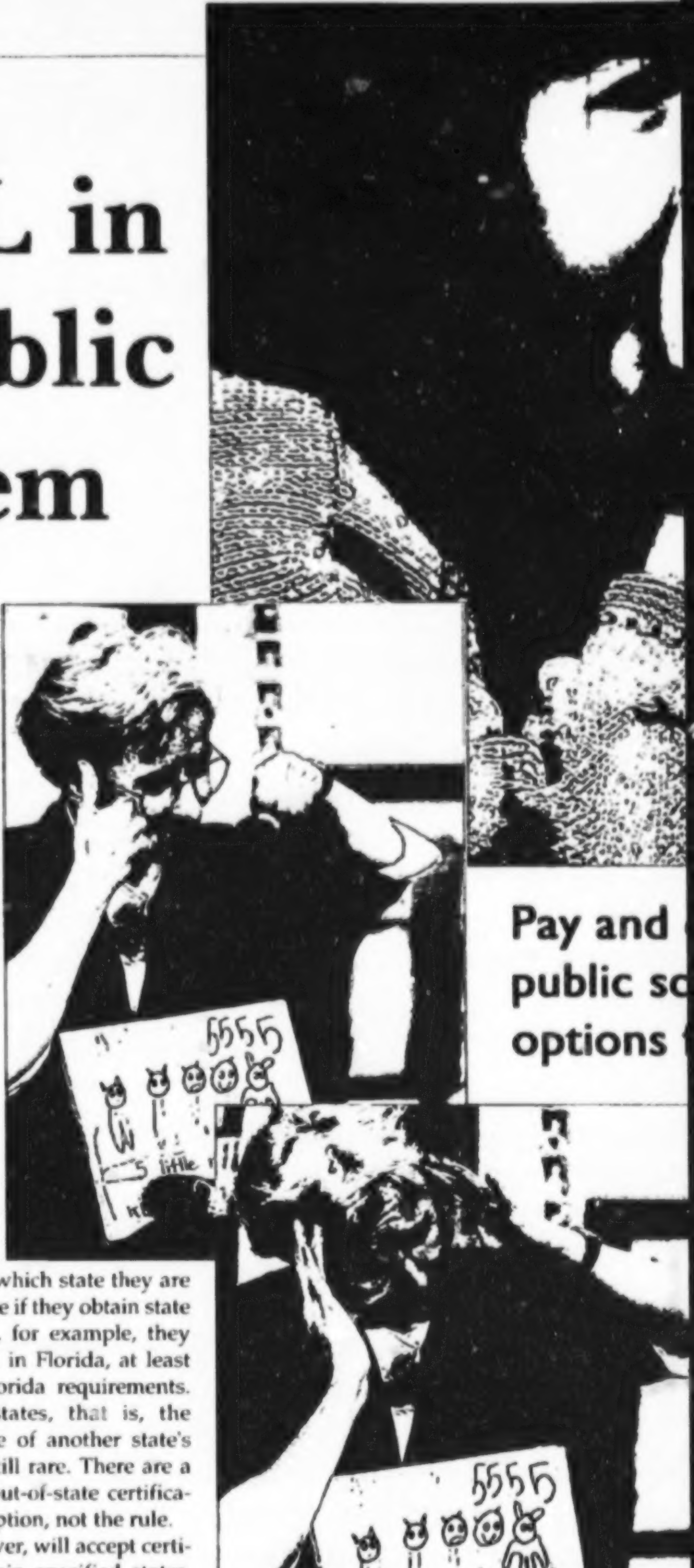
As a result, trained ESL teachers are in demand, not only in the southwestern states that border Mexico, traditionally the home country of most recent immigrants, but also nationwide, as the influx of immigrants has changed from a tide to a torrent. Yet, my experience has been that few ESL/EFL teachers consider the public schools a viable career alternative and fewer yet understand the professional preparation that this increasingly attractive career path demands.

I will discuss here some of the requirements such a career would entail so as to provide current and future ESL teachers with a clearer picture of what is involved in becoming a public school ESL teacher. My focus will center on the ESL professional who may have already taught ESL for a few years overseas or at a U.S. university but is now considering continuing a career in public schools.

The Basics

Teachers in all 50 states have to obtain full state certification to be able to teach at the public school level. This insures that teacher competence in the classroom meets at least minimal, state-approved standards. However, there are problems associated with this practice.

To begin with, each state has its own set of requirements. Prospective teachers, therefore, should decide early on which state they are going to work in, because if they obtain state certification in Arizona, for example, they may be unable to teach in Florida, at least not until they meet Florida requirements. Reciprocity between states, that is, the acceptance by one state of another state's teaching certificate, is still rare. There are a few states that accept out-of-state certification, but this is the exception, not the rule. Even these states, however, will accept certification only from certain specified states. No state will accept certification from all other 49 states. Fortunately, it's often the case that a teacher simply has to take one or two additional courses to meet the new state's requirement, or pass a state prescribed test of some kind, so this is not as onerous or as



**Pay and
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nditions are improving for teachers in the ol system. **Tony Donovan** examines the teachers who want to work there.

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time consuming as it sounds. Also, many states have temporary or emergency certification options, whereby a new out-of-state certified teacher is authorized to instruct for a limited amount of time without having fulfilled all state requirements. Still, these are temporary measures and the teacher is expected to become fully certified as soon as possible.

For the ESL teacher, the problem is often compounded in that many states continue to regard ESL as a branch of English and not really as a fully independent subject as such. ESL certification in these states is most often obtained simply by taking a few courses (which can last as little as a weekend) at a local community college or by passing a language ability test (usually in Spanish) or a combination of these. This "quickie" certification is then added on to the teacher's major subject credential as an endorsement, authorizing him or her to teach ESL in the classroom. The result is that the gym or chemistry teacher, for instance, can become a fully certified ESL teacher with very little training. Professional ESL teachers would be at a disadvantage in cases like these, since their training and ESL degrees would not be valued highly in school districts where this practice occurs. Fortunately, this situation is changing rapidly as recognition of ESL as an independent subject is becoming the norm nationwide.

Certification

Whereas a university career with an eventual professorial rank simply involves obtaining a Ph.D., at least as far as required minimum credentials are concerned, the hoops a prospective public school ESL teacher has to jump through to obtain state certification are, ironically, more involved.

Minimum requirements are at least a BA/BS degree which include state mandated education courses. The usual path for prospectives public school teachers is to enter the School of Education of a college or university where they will take the required education courses along with the courses of a declared major. Upon graduation, most states then automatically extend certification in the teacher's field upon application to the appropriate state education agency.

However, it is

Continued ➨

> "In many states, especially if you have an MA, you can also teach under the provisions of a temporary or emergency certification, while at the same time taking the required courses at night."

important to remember that not all undergraduate majors are certifiable. There's no problem with history, French, math and similar foundation courses. But if you majored in anthropology, for example, no state would certify you in this field, simply because it is not offered in any public school in the country as a regular for-credit subject. You would have had to minor in a "regular" field, such as English, in order to have enough credits in a regular subject to obtain certification in that subject.

Certification is a matter of having enough credits on your transcript in a certain subject to meet state requirements for certification in that subject. Remember that all states have different requirements. Some states also have a time limit on validity of course credits. Credits obtained more than 10 years previous to your application for certification may be invalid in some cases. If you intend to become an ESL teacher, it is highly unlikely that your college at the undergraduate level would offer an ESL/EFL major. Therefore, it would be to your advantage to major instead in an allied field such as English or a foreign language to obtain your certificate (also called credential in some states). Then, if you've taken some ESL or applied linguistics courses, you can easily obtain the ESL endorsement through your state's Department of Education (called by different names in different states), while at the same time remaining eligible to teach in your major field, thereby increasing your employment prospects. A public school teacher with several years of teaching experience would most likely have at least two areas of certification she is able to teach in. So having an English certificate, for example, as your major teaching specialty (which is determined by number of college credits in English) and an endorsement in ESL is by no means unusual.

Teaching English as a second or foreign language is a relatively new field of academic endeavor and is considered a specialty rarely offered as a major at the undergraduate level. Most serious TESL teachers continue their education at the post-graduate level and obtain the MA in TESL often long after they've completed their coursework for a BA/BS in a major usually only peripherally relevant to ESL/EFL. They most probably have taught for a few years overseas or in the U.S. at various locations and, because they have never taken an education course, are amazed that their years of ESL teaching experience and their MA in TESL are considered inadequate for hiring purposes in public schools. A person in this situation has few options available to him. Ultimately, he will have to return to school to take the state mandated education courses and fulfill certain other requirements, which can include such odd procedures as fingerprinting.

Fortunately, there are several possibilities here, such as distance learning, attending accelerated courses available through private local schools, and, most recently, internet education options. So long as the courses are accredited by the state, the state doesn't discriminate as to where or how you obtained the required credits. States are usually very liberal towards alternative education paths.

In many states, especially if you have an MA, you can also teach under the provisions of a temporary or emergency certification, while at the same time taking the required courses at night. The point is, there are several ways to become a public school ESL teacher other than the traditional path of entering the School of Education as an undergraduate.

A word of caution: even the most highly regarded ESL/EFL certificate such as the RSA diploma or similar certificate obtained independent of an academic course leading to a university degree, has no validity in the public school system. A state issued teaching certificate is a completely different document from its similarly named ESL Certificate often obtained at commercial schools and institutions. No state will accept these documents as substitutes nor will having one increase your employment opportunities within the public school sector. In addition, many school districts and states will not recognize years you taught ESL overseas or even at a U.S. university as valid for salary adjustments or similar employment related issues. It may be unfair, but it's a reality one has to face. I have seen many superb teachers with all kinds of overseas experience, an MA in TESL, excellent recommendations, and so on, be turned down flat upon application to the state Department of Education because they lacked the required education courses. However, do check your state's own rules in this regard. All states view these details quite differently and the rules and regulations are constantly changing.

Prospects

If all this seems somewhat daunting and overwhelming, keep in mind that primary and secondary schools have very different

US President Bill Clinton tours mobile classrooms with Senator Chuck Robb (L), D-VA, and Rep. Bobby Scott D-VA outside Coleman Place Elementary in September 1999 in Norfolk, Virginia. The President visited the overcrowded school to reiterate his call to Congress for more school construction and modernization money.

goals and responsibilities from universities or commercial educational establishments. They have to be absolutely sure that anyone entrusted with the education of minors is trustworthy, capable and suitable for the position. Therefore, the procedures involved in obtaining a state teaching certificate are deliberately rigorous, in an effort to recruit the truly dedicated teacher and prevent those not so dedicated from entering the classroom. Once you've made up your mind to teach ESL in the public school system, however, and have fully investigated your options for obtaining certification, you will find the going quite smooth and straightforward with a lot of support and encouragement from your peers and future employers.

Teaching ESL in the public schools is fast becoming an attractive option for many ESL professionals who may have become a little weary of a peripatetic overseas career or the temporary nature of many university ESL jobs. Benefits at the public school level are outstanding. Health care insurance options are probably the best in the country and salaries are now quite in keeping with the arduous duties associated with teaching. Full time work is the norm and retirement benefits are more than adequate. If one really loves to teach, there's the additional opportunity to be associated with young people at the most receptive and creative stage in their lives and to impact their lives as only a truly dedicated teacher can.

All career preparation plans require careful and close study. Preparing to become a public school ESL teacher is no different, especially if you have never been in the system previously or have been away from it for a long time. Be sure to investigate fully what your state's current requirements are for certification in general and for ESL specifically before embarking on any study program. The best source for obtaining information is from a friend or acquaintance who happens to be a teacher. He or she will know most of the ins and outs and that will save you a lot of time and headaches. Official forms and information pamphlets can be obtained by writing or calling your state education office. Becom-ing a public school ESL teacher is not an easy road, but it can lead to a highly rewarding teaching career.

Tony Donovan teaches at the King Fahd University of Petroleum and Minerals in Dhahran, Saudi Arabia.

Materials For Adults Only

Andy Martin chronicles the rise and fall of Adult Education publishing.

For most of my ESL career, I have been involved in adult education. After I got back from the Peace Corps, gave up on grad school, the revolution, rock and roll stardom, and got married, I needed a "real" job paying "real" money. So I cashed in on my teaching experience, and found myself teaching "real" adult inmates at the Riker's Island Correctional Facility in New York City. There was no ESL program as such, though about a fourth of my students spoke little or no English. What we had were GED classes, preparing students for their High School Equivalency diplomas. Since many students were reading at fourth grade or below, we also had some basic literacy materials. After Riker's I taught in numerous Adult Ed and refugee programs, many of which still exist today.

The materials we used were published by Cambridge (not the University) and Contemporary. At the time (in the early 70's) both companies were independent.

For those students who could handle it, I mostly used the big Cambridge and Contemporary GED prep books. The GED prep books were enormously successful during those years and continue to be very popular to this day. Cambridge sold upwards of 50,000 units annually, at one time. Most people teaching in Adult Ed have come across these materials at one time or another. They are really a staple all over the country. Furthermore, many ESL students end up using them too, since getting an equivalency degree is a popular option across the country.

What do the initials G.E.D. stand for? No, it's not "General Equivalency Diploma".

It's actually "General Education Development". Next question. What is Androgogy? No, it's not teaching robots. It's ways of teaching adults, as opposed to Pedagogy, which is teaching children. The concept comes from Malcolm Knowles, who coined the term in the 60's to distinguish adult learning styles from those of children. Adult Education as a profession is mostly alive and well. You can get a PhD in it, you can certainly teach it, join one of several professional organizations with conventions in it, get federal funding for it, run a ton of classes in it, and find tens of millions of students who need it. What you can't do is find many books for it, because Adult Ed publishing is in a very sorry state and it's getting sorrier. At one time, there were four major GED publishers in the area, Cambridge, Contemporary, Scott Foresman, and Steck Vaughn. There has also been a host of smaller houses that published supplemental materials for it, such as Janus, Fearon, Globe, South Western, Delmar, Glencoe, to name a few.

The fate of many of these houses parallels that of many ESL publishers. Not a single one of the companies mentioned above now exists independently. Janus, Fearon and Globe, once a part of Prentice Hall, are a part of Pearson. South Western and Delmar belong to Thomson, and Glencoe is a part of McGraw Hill. Scott is Pearson's. Steck is Harcourt's. Contemporary, until recently joined at the hip to National Textbook and owned by The Tribune Corp., is now McGraw's. And Cambridge? It's gone. The supplemental publishers have a chance to survive because it's not that hard to understand the market. It's basically literacy and low-level reading, content-based materials designed for adults. You go to the programs, you show the books, and they get bought--or not. Not so with GED publishing. It's a little bit more complicated. Here's the deal:

- The GED testing service publishes the GED test.
- The test is revised once every ten years or so;
- The GED prep publishers need to be aware of the changes that will occur in the new tests so that their materials will be up to date.

That's all there is to it.

Cambridge was a small New York educational niche publisher (similar to Regents who started out publishing materials to help students prepare for the New York State Regents examination.) Cambridge was acquired by the New York Times and was later sold to the Esquire Magazine group, and then sold again as part of that group to Simon & Schuster. S&S then bought Prentice Hall, (which bought Regents in '87, creating Prentice Hall Regents.)

In those days, Cambridge was easily the most successful adult Ed publisher. But that wasn't to last. After a major restructuring at Prentice Hall, sales started to dip, not just for Cambridge but for ESL too. Cambridge was shunted off to another division within Prentice Hall, which was an amalgam of Globe Fear on and Janus. Independent reps were hired to sell it. Then disaster struck. The GED testing service decided it was time to revise the test. The test was changed, the books weren't and the list collapsed. Pearson (who had bought PHR) decided to sell off the remaining stock but not the company name: One down, three to go.

Actually it was already two down. While all this was going on, Glencoe, which became part of McGraw Hill after the Macmillan merger, had acquired the Scott Foresman GED list a few years earlier. Same story, no one knew what to do with it. After attempting to sell it via their post-secondary, vocational sales group, they also were out to

lunch when the GED Testing service announced their intention to revise the test. In the meantime, Southwestern, in the early 90's, decided that GED prep publishing was a good market to enter. They assembled a small editorial staff and a marketing manager and came out with some nice materials, even incorporating GED prep software. Trouble is, they couldn't get any of their reps to sell it, and the list died after two years. Meanwhile, Steck-Vaughn and Contemporary were duking it out for the spoils. But, remember it is really out of their hands. Just this year, both parents decided it was time to bail. Contemporary went first, ending up at McGraw when the Trib sold its educational publishing unit. If Glencoe's track record is any indication, I wouldn't be buying Contemporary stock right now if it were traded separately–it's not. Of course, if they happen to be reading this column and they decide to take my advice of seven paragraphs ago... Otherwise, it's three down and one to go.

And Steck? Well, it's part of Harcourt, which has been on the block for the last four months, with some very interesting bidders. At last count there were four: Disney (strictly Mickey Mouse), Bertelsmann, Thomson and McGraw. If Thomson gets it (and I hear they are pretty confident over there), it could go to Southwestern, Delmar, or Heinle. The latter makes sense since the ESL reps will call on adult Ed programs anyway)—more rocket science.

Publish or Perish is Andy Martin's regular column on the world of ESL publishing

5th Column

Rymniak In Move to Educational Testing Service

Marilyn J. Rymniak has been appointed Executive Director of the Test of English as a Foreign Language (TOEFL) program at Educational Testing Service (ETS).

Marilyn joins ETS from Kaplan, where she has served as the Executive Director of International Products and Programs since 1994. Before moving to Kaplan, she was the Dean/Director of International Programs at Manhattanville College for 10 years.

"To work with such a talented group of language testing professionals is truly exciting," Marilyn told ALR. "As a second language acquisition specialist, I'm honored to be leading the team that will produce the next generation of TOEFL, an exam even more responsive to the communicative approach to English that has gained popularity worldwide."

"Marilyn joins TOEFL with over 25 years of experience in the English language field and brings experience in teaching, testing, product creation and program administration in both the academic and corporate environments," said John Yopp, Vice President of the Graduate and Professional Education Division at ETS. "Marilyn is well-positioned to lead the TOEFL program as it develops and implements the next generation of TOEFL. We look forward to the fresh perspective and experience she will contribute."

Heinle & Heinle Appoint Former Prentice President

Dennis Hogan has been appointed President and General Manager of Heinle & Heinle. Dennis was president of Prentice Hall Regents, president of Prentice Hall Career and Technology, founder and publisher of Perspective Press, and co-founder and president of Tramline, a developer of award-winning online education software. His most recent experience in founding and running Perspective Press and Tramline established his credentials as an entrepreneur, complete publisher, and an innovator in both print and technology.

Dennis, who holds a B.A. degree from Boston College, said, "I am delighted to be back in language publishing where pedagogy is so important and where technology has so many useful applications," says Hogan. "If anything, the tremendous developments in communications technology underscore the importance of language, so I expect this to be an exciting time at Heinle and am glad to be part of it."

Heinle & Heinle is part of The Wadsworth Group, a division of Thomson Learning.

Jenkins "Delighted" to Join Saint Michael's ESL Program

Susan Jenkins has been named Associate Professor of Teaching English as a Second Language (ESL) in the School of International Studies at Saint Michael's College in Vermont.

Jenkins joins Saint Michael's from the University of Cincinnati where she was an associate professor in the College of Education.

"I am quite delighted to join the Saint Michael's English as a second language program." Jenkins said. "I had known about this college for years because of its reputation in TESOL," she added.

In addition to teaching graduate ESL courses, undergraduate language and linguistics courses and courses in the intensive English program in Vermont, Jenkins will be teaching in the Saint Michael's program in Poland during the winter 2001 semester.

YOU GOTTA GET IT!

Ya Gotta Know It! : A Conversational Approach to American Slang for the ESL Classroom

Hania Hassan. Optima Books [2000]

HEY DUDES! Wanna learn American slang? No sweat! Just check out "*Ya Gotta Know It!*" to get the scoop on all you've ever wanted to know about American slang.

The best feature of this book is the dictionary at the back, which provides 75 pages of American slang expressions with definitions, pointers on grammatical usage, warnings about expressions which may be considered offensive or have some other sort of cultural limitation on their use, and, my favorite, frequency-of-use ratings. This is a system ranging from one star, "rarely used, perhaps once every few months", to five stars, "used daily or more often." This dictionary and the accompanying grammar and pronunciation charts are a useful reference for any ESL student to have.

The bulk of the book consists of a series of 30 lessons which present more than 700 American slang expressions. Through these lessons, we follow the adventures of four young adults as they experience daily events and concerns typical of the lives of 20 somethings in 21st century America—getting together with friends at bars, problems at work, romantic ups and downs, working out at the gym, a fund-raising walk-a-thon, and soon. Their story unfolds through a series of conversations, one per lesson, in which the characters use a lot of slang expressions. The storyline and characters are lively enough to maintain interest and the conversation questions that precede each dialogue are thought-provoking and relate the topic to the students' personal and cultural experience. Much of the dialogue is well-written and the use of the slang often seems quite natural.

Each dialogue is followed by an exercise in which the students match the new slang terms with their definitions, discussion questions which use the slang and encourage the students to do so in their answers, and writing assignments in which the students are always encouraged to "use as many of the slang terms as possible."

The volume of information presented seems a bit overwhelming (23-25 new expressions per lesson), and there is an overuse of slang, not only in the dialogues but also in the directions ("Time to get your mouth moving and your lips flapping..."). It takes quite a lot of exposure to slang to be able to begin to use it appropriately and to be able to distinguish common everyday expressions from less usual ones, so it would be better for the students to be presented with more exercises that allowed them to see the terms in context.

Well, I hope I haven't "put my foot in my mouth." I'm not trying to "pull one over on you", I just want to "let you in on" this—that even if your students don't walk away from this book able to use American slang perfectly, they will be exposed to quite a few slang expressions and have a lot of fun in the process, and they'll have a handy slang reference guide to boot.

Katherine Rawson is an ESL teacher in Washington, DC.

THE ART OF SLANG

Street Spanish 1: The Best of Spanish Slang.
Burke, David. New York: Wiley & Sons, 1997.
—, *Street Spanish 2: The Best of Spanish Idioms.* New York: Wiley & Sons, 1998.—, *Street Spanish 3: The Best of Naughty Spanish.* New York: Wiley & Sons, 1999.

UNLIKE ENGLISH, a language that lacks an official arbiter, prescriptive grammarians have had a haven since 1714 in Madrid's Royal Academy of the Spanish Language, whose chore has been to guard the purity of Castilian. The idea that a cultured language, a treasure of linguistic unity, can live harmoniously side by side with distinctive nationalistic dialects is only a relatively recent concept to be accepted by the academy. Nevertheless, it is this modern concept of linguistic harmony that guides David Burke's work, as the language of Cervantes and Gongora is forced to make room for the way Spanish is actually spoken by the people.

Burke's descriptive approach to Spanish vernacular may raise eyebrows with some Royal Academy purists, but this vividly diverse collage of exotic, enticing, and colorful expressions is one reason why many thoughtful bilinguals frankly prefer Spanish to English as their language of choice. The idea of Leopoldo Alas (his pseudonym was Clarin) that the Spaniards in Madrid were the sole owners of the language has probably been smashed once and for all with the publication of three volumes of Burke's work on Spanish slang, idioms, and naughty Spanish.

Burke's most provocative volume, *Street Spanish 3: The Best of Naughty Spanish*, is intended to help the non-native speaker avoid embarrassment, understand native speaker's conversations, and survive in the Spanish world. With 238 pages of obscene words and expressions, its worth goes beyond shock value. It is well known that in Argentina *coger* (to get, catch) and *concha* (sea shell) have obscene quasi-pornographic meanings. In Venezuela you shouldn't *tirar* (to throw away) anything. Instead, you should *botarlo* to avoid being indelicate. In Mexico, eggs are sometimes referred to as *blanquillos* to avoid the easily misconstrued *huevos* (eggs). The much used *guey* (jerk; idiot), bantered about by man-about-town Chicano teenage boys, is one of the book's more civilized terms.

Unless *tiene malas pulgas* (you're in a lousy mood) *Street Spanish 2: The Best of Spanish Idioms hace un gran furor* (makes a big splash) with 244 pages of idioms. The grammarians, Anna Maria Di Sciullo and Edwin Williams, coined the term "listemes" to help describe idioms, word roots, and irregular forms. A listeme can be either a word or group of words of any size that cannot be produced mechanically by rules and therefore has to be memorized. Just as we wouldn't know what give up the ghost, bite the bullet, or go bananas mean in English, we would have no clue to why *tener malas pulgas*, which literally means to have bad fleas, really means to be in a lousy mood. In addition *hacer un gran furor*, which literally means to make fury, idiomatically means to make a big splash.

You don't have to be *un gran gozador* (a big spender) to afford *Street Spanish 1: The Best of Spanish Slang* ($15.95). It is intended for the student who has had three or more years of Spanish study, and it includes crossword and find-a-word puzzles as well as word searches at the end of the chapters. Nevertheless, some crossword puzzle lovers might yearn for a larger quantity of sophisticated puzzles. As the book points out, *gozador* is an adjective that literally refers to a person who likes to have fun all

Continued overleaf ➨

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THE ART OF SLANG

►► the time, but its slang meaning is a big spender. This and many other slang terms could easily be misunderstood by veterans of ten years of formal Spanish instruction. Don't be a *donnadie* (loser), which literally means a Mr. Nobody. *Es muy chungo* (its really "uncool") to miss getting a copy.

All three of the volumes are divided into ten chapters, each including a dialogue in slang, a translation of the dialogue, and a vocabulary section. A Street Spanish Slang Dictionary is also available. Cassette tapes for each of all three volumes provide the opportunity to test aural comprehension.

Anyone who takes these three books seriously can move swiftly to gain near native-like knowledge of and proficiency in Spanish slang and idioms. The book provides many chances for self-testing and examination, but its strongest point may be the great diversity of humor and color that comes from the rich heritage of Spanish, one of the most beautiful and expressive languages in the world. With the help of these volumes, learners may become some of the many thoughtful bilinguals who opt for Spanish as their language of choice.

Craig Scott Cairns is a bilingual/ESL teacher and a graduate student at California State University, Pomona, California

MINIMUM PREPARATION, MAXIMUM RESULTS

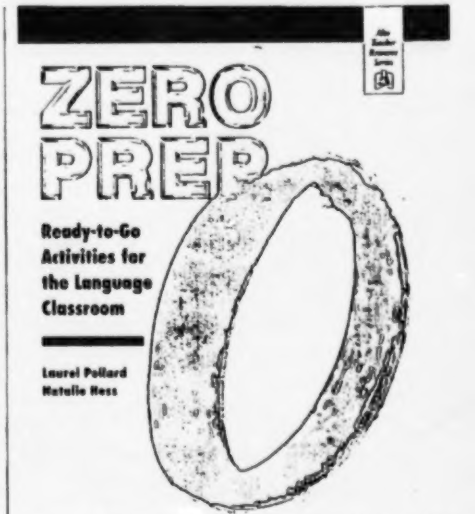
Zero Prep: Ready-to-Go Activities for the Language Classroom
Laurel Pollard & Natalie Hess
Alta Book Center Publishers, San Francisco, 1997, xvii + 128

POLLARD AND HESS, teachers at the University of Arizona, have collected and catalogued a number of recipes for preview and review, for class energizing and calming, group cohesion, structure practice, and even pronunciation practice.

The authors stated their goal was to "minimize teacher preparation time, maximize student responsibility, and result in better classes ... ". The goal was attained.

Zero Prep is a useful reference for a language teacher. Most of the activities call for no material other than the items most teachers already have on hand in the classroom (a dictionary, a thesaurus, pictures, index cards, a timer, a shoe box sized container, old magazines, a calendar, paper clips).

There are about a hundred activities that are quick and—even better—do not need a lot of teacher preparation time. They are divided into icebreakers, listening, speaking, reading, writing, vocabulary, and structure. The activities are also indexed. One index has the activities sorted out by routine brainstorm, chains, dictacomp, etc.; while the other sorts the activities out by discussion starter, class cohesion, energizers, review, etc.



ZERO PREP

Ready-to-Go Activities for the Language Classroom

Laurel Pollard
Natalie Hess

An experienced teacher will probably recognize many of the activities and be glad to find so many well cross-indexed. A new teacher will find the book a treasure trove of easy to understand ways to enrich a language class.

I took a copy of *Zero Prep* home to my wife, who is also an EFL teacher. She opened the book and after a few moments she said, "I wish I had known about this activity when I introduced the conditionals. Let's see how well they do in the second class."

Nicholas McLellan teaches EFL at the Instituto de Ciencias, Zapopan, Mexico.

CHILDREN LEARNING NEW LESSONS

Lessons Learned: Model Early Foreign Language Programs
Douglas F. Gilzow and Lucinda E. Branaman
McHenry, Illinois. Center for Applied Linguistics and Delta Systems, Co., 2000.

HAVE YOU ever watched kids skiing? Effortlessly, they glide down the slopes without fear of falling while us adults who took up the sport much later in life can only marvel at their skill and dexterity. Learning a second language is, for most youngsters, as easy as learning to ski or to ride a bike. Their minds are as limber as their bodies, receptive of new ways to express themselves and to articulate their world. It should be a cause for national concern that so few school districts offer foreign language instruction in the elementary schools although it is heartening to note almost a third of U.S. elementary schools are offering foreign language instruction, up from less than a quarter about a decade ago.

The programs outlined in this new title from CAL and Delta will certainly help districts seeking to introduce language programs and will also aid educators who are hoping to improve the quality of programs already in existence. The book focuses on several different models of early foreign language programs to provide administrators and teachers with an idea of what is happening in the "real world" of elementary level foreign language instruction. Examples are culled from programs all over the United States and target languages include Spanish, French, Japanese, and Russian. Each model is examined in detail with emphasis placed on the challenges facing program leaders and a thorough description of how these challenges are being met.

There is an excellent set of appendices with selected materials from the programs, a succinct summary of the programs and contact information.

Empirical studies like the examples contained in this volume will help school district administrators decide what type of program will work in their particular set of circumstances. It is interesting to note that a common theme linking all the programs in the study is the extent to which teachers, parents and pupils have contributed to the obvious success of these models.

This book is a welcome (and long overdue) addition to the field of early foreign language education and it is sure to become a standard work

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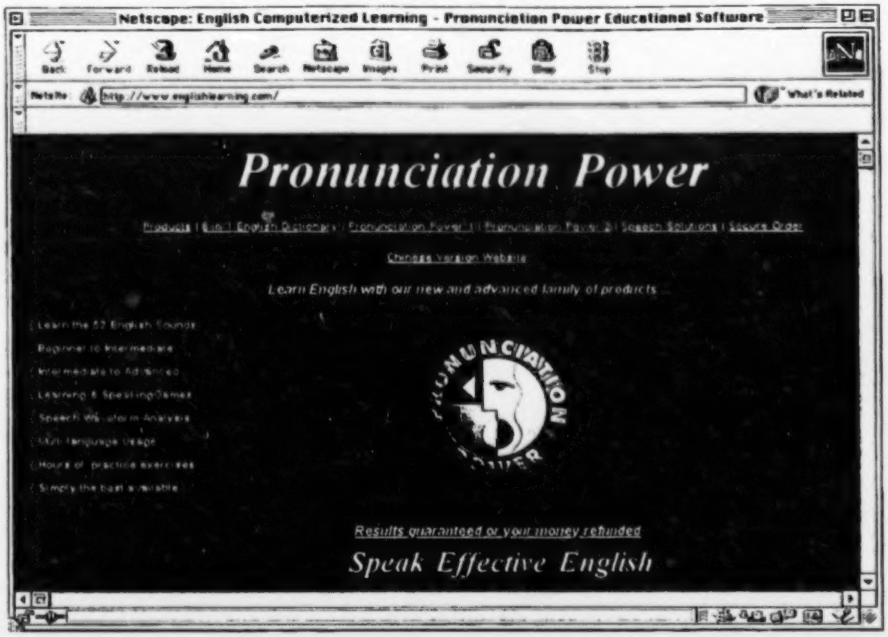
Sandra Berkman-Fuentes is Professor of Early Childhood Education at the Universidad Católica del Norte, Hermosillo, Sonora, Mexico.

MORE POWER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Multi-language Usage
Hours of practice exercises
Simply the best available
PRONUNCIATION POWER
Results guaranteed or your money refunded
Speak Effective English

Pronunciation Power 1
(Beginner/Intermediate)
English Computerized Learning, Inc.
($144.95)

THIS CD-ROM is designed to teach beginning and intermediate learners of English. The exercises help students to practice pronunciation (as well as enforcing reading skills) through a series of activities that include sample words and comparative words, phrases, sentence exercises and listening discrimination exercises for sound recognition in words and word recognition in sentences.

PP1 presents 52 sounds used in the English language. For each of the 52 sounds there are five main components:

1. Lessons (animated graphic side view of how the sound is made and a front view video of required lip movement.)
2. Speech analysis (using wave form technology that allows the student to compare his/her sound formation to that of the instructor's.)
3. Picture Dictionary (aids in improving reading comprehension, vocabulary, pronunciation and spelling ability.)
4. Exercises (pronunciation and reading practice.)
5. Interactive games (providing practice in listening, speaking and reading.)

Students found it easy to install PP1 and within minutes, they were working through exercises presented in a simple but attractive interface. They liked the animated graphics and the variety of exercises that kept their attention as they got to grips with all 52 phonemes presented in the program. It was also very useful to have Polish language support so the students could look up translations of the English words.

One student said, "I like the picture dictionary because it helps me remember the vocabulary while I am learning." Another said that she enjoyed recording her voice and then comparing the recording to the one on the disc.

I am sure that this popular program will help students to learn and speak English.

Agnes Straziewski is a teacher at the Anglo-American School of Languages, Wroclaw, Poland.

MAKING THE MOST OF MUZZY

Early Advantage
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Learning A Language Will Never Be This Easy Again
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Early Advantage Newsletter

MUZZY ESL (Early Advantage), is a video and multimedia based language program aimed at beginners of English (mainly those in grades K-8.) The makers say that Muzzy is "designed to teach and reinforce communicative language skills in a natural way" and from my experience of using it—it seems like they're right.

Muzzy and his friends will be a surefire winner with all younger students learning the English language. With his amiable personality and fun presentation of words and phrases similar to young children, lessons can be great fun.

Within the rather large six-component package, which makes up the program, you get two story videos containing 66 scenes with each being a chapter of the fun adventures of Muzzy. The Vocabulary Builder Video Program is divided into 27 video lessons and gives students the opportunity to learn over 500 words by showing concepts or objects and then saying the word. The words are presented under different themes such as 'School' and 'Garden'. Each of these areas is then explored, slowly, so that learners can get a grasp for the words.

After your students have gotten familiar with Muzzy from watching the videos, then it's time to introduce them to the CD-Rom which comes with the package. The best feature of this is the Recording Studio function allowing students to record their own voices and compare their pronunciation with that of Muzzy.

All of the dialogue and the 11 songs you'll find on the video are also included on the two cassette tapes. These songs contain repetitive vocabulary and phrases taken from the video and are great for further practice of language comprehension.

There is one area where there is room for improvement. Having the characters saying phrases without text appearing on the screen simultaneously may make it a little harder for young learners. But overall Muzzy is a wonderful educational tool and it comes as no surprise that it's an award-winning package.

Diana Holton teaches ESL in St. Louis Public Schools, Missouri.

from p.8 →

thermometer. Scores in Bennett-Kew drop regularly with each year. Second graders in 1998 scored 60 on SAT9 reading, then fell to 58 the next year, and to 52 the next. Third graders in 1998 also scored 60 on SAT9 reading, and fell to 57 the next year and 49 the next. This pattern is true for all of Bennett-Kew's test results since the SAT9 was introduced. The lowest scores are still very good for a school with Bennett-Kew's profile, but the decline is of concern.

Stephen Krashen
School of Education, USC

Adjusting the Radical Middle

Charles Glenn's article on the "radical middle" (ALR, Sept/Oct 2000, p. 19) contains some good common sense suggestions, but I must comment on some inaccuracies. Glenn suggests that bilingual programs keep language minority children separate from language majority children for five to seven years. Not so. In properly organized bilingual programs, children are together for mainstream instruction as soon as it can be made comprehensible, beginning with those subjects that are more easily contextualized, such as math and science. This does not take five to seven years. Glenn also notes that in many countries, children are placed in special programs using the child's primary language for only one year before entering the mainstream. This may be the practice, but this doesn't mean it is a good idea. Glenn also includes Israel among the countries that do not do bilingual education. Unfortunately, no evidence is available on the success of Hebrew-only programs, but it is interesting that the Israeli government is now setting up bilingual programs for Ethiopian and Russian immigrants. Glenn concludes that parents should be able to "opt for a school which supports their own education goals," including bilingual education. I agree completely. Unfortunately, Propositions 227 (California) and 203 (Arizona) remove the option of choice.

Stephen Krashen
School of Education, USC

A Debt of Gratitude

I am writing to express my gratitude to the author of *"The Web'ster"*, Lin Lougheed. I have regularly read Mr. Lougheed's column and the information and resources it has directed me to, have been invaluable to my students and me.

I am somewhat a "web novice" and his tutorial on email in an earlier column really helped me out. The latest Web'ster column opened another "internet" door, explaining ALI, or Apple Learning Interchange, which I have since used in classroom exercises.

For teachers such as myself, the Web'ster is helping to make my transition into the "internet age" much easier. Thanks

Barbara Mitchell,
Pinewood Elementary School
Santa Fe, New Mexico

Bedazzled by ALR!

Thank you for the July/August 2000 issue of *ALR*. I am still dazzled by the quality of your publication: the thorough research on the role of court interpreters, the accurate and balanced description of the revival of minority languages in Europe, the enlightening articles on electronic education by Gordon Rich and Randall Davis, the imagination and commitment of David Williams... I have even enjoyed the advertising you carry! I am enjoying your magazine so much that I would like to subscribe to it.

Sincerely,
J. Ignacio Bermejo
Zaragoza, Spain

When Is English Official In the U.S?

When is "English" official and when is it not here in the United States, *"Two More States Attempt to Adopt English As Official Language"* (*ALR*, September/October 2000, pp 10). The last time I communicated with someone here in the U.S., they spoke to me in English, my hardware store salesman spoke to me in English, the guy at at the ticket booth when I bought my tickets to see the movie "Meet The Parents", which by the way was a pretty funny movie, coincidently it was in English, without English subtitles! The whole concept of a U.S state officially naming English as its official language is as ridiculous as a pizza naming pepperoni as its official meat!

And it all comes back to Proposition 227, California's "Abolish Bilingual Education" legislation. Maybe if we spent as much time writing this legislation as we did actually teaching the students that need language education we'd be a little better off. Why don't you take the money spent on drafting your "Let's Make English this state's official language" legislation and fix a school with it or build a playground. It'll definitely be put to better use.

Sincerely
Rex Hawthorn
Humboldt County, California

A Court Interpreter Is In A Difficult Position

Often it is easy to forget how difficult some jobs could be. After reading *"Making the Right Interpretation"* (*ALR*, July/August 2000, p.18), I have a greater understanding of the difficulties involved in giving non-English speakers a fair trial in our judicial system.

The court interpreters role in such cases is the only one that stands between an acquital or a guilty verdict. The wrong emphasis on a word and the whole context of the testimony is compromised. I was perplexed by the example given during the O.J. Simpson trial when his Spanish-speaking witness Rosa Lopez questioned about different dates and whether she could remember when particular events occurred—and the difference between her answers and the one provided by the interpretation. It is a very interesting situation indeed.

Sincerely
Rochelle Hunter
Baltimore, Maryland

I Just Can't Do It!

I can't for the life of me come up with a 26-letter pangram. Thanks Richard Lederer for causing me a great deal of frustation and fun.

Michael Black, Port St Lucie, Florida

passports

The people behind **passports** have been responsible, directly or indirectly, for the successful overseas travel of hundreds of thousands of American high school students since the mid-nineteen-sixties.

The fundamental premise has remained unchanged over all these years: ***travel to foreign lands is an education in itself, making the world a safer place, and making people happier with their lives than they would have been otherwise***.

This process of education through travel is not spontaneous; it does not happen by itself. It happens only with the pro-active, dedicated support of educators — teachers in the schools.

passports plays the role of catalyst in this process, giving teachers not just abstract, moralizing, make-the-world-better reasons why — but real, down-to-earth benefits and "perks" in return for their help in organizing travel groups.

Mainly, a free trip to Europe or other destinations for every six (6) students enrolled in an overseas travel program. And cash stipends in the case of groups larger than six. And *extra* free trips to exciting overseas destinations if enrollment occurs early.

passports makes it worth a teacher's while to provide his/her students with an invaluable, eye-opening cultural experience overseas.

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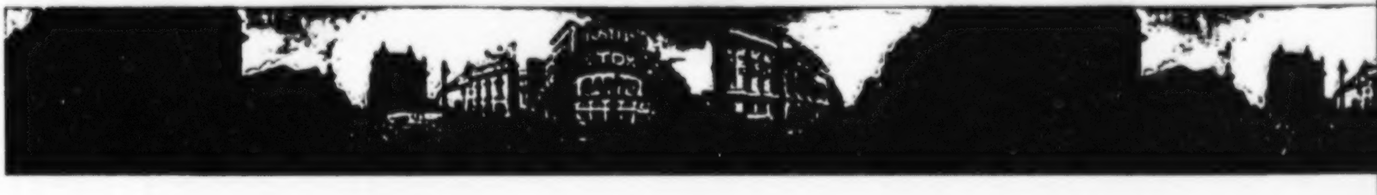
NOTE: During their first year of travel with **passports**, ESL teachers travel free with only five students, not the usual six!



Journey To A Class

How many times at the end of a long school day have you sat back and dreamed of taking your students abroad on the ultimate educational adventure? To let them see for their own eyes the imposing Eiffel Tower, sample the delights of authentic Italian cooking, or to hop aboard the Metro in Paris—while also improving their language skills. Now think again. How many times have these pleasurable thoughts rapidly transformed into nightmarish images with throngs of tourists waiting in line to see the same attractions, the taste of stale cafeteria food or the prospect of jam packed buses (if they come at all?)

If these negative thoughts are stopping you from embarking on a travel and learning experience you and your students will never forget, then sit back, relax and read on.

Educational travel has never been so popular and contrary to popular belief the educational travel world is on a roll.

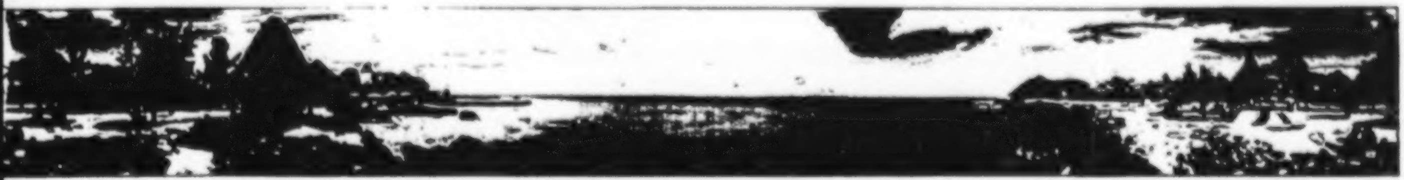
Since last year more than 160,000 students have embarked on some sort of educational travel. Now is the time to seriously consider the benefits of taking your students on an educational tour and according to Michael Eizenberg, of eTrav there has never been a better time to show students that what they are studying in school has a vivid life beyond the classroom.

"Studying a foreign language from a textbook has benefits, speaking with your classmates begins to make it real, but having a conversation in the foreign language where it is actually spoken is like performing in Symphony Hall." he says.

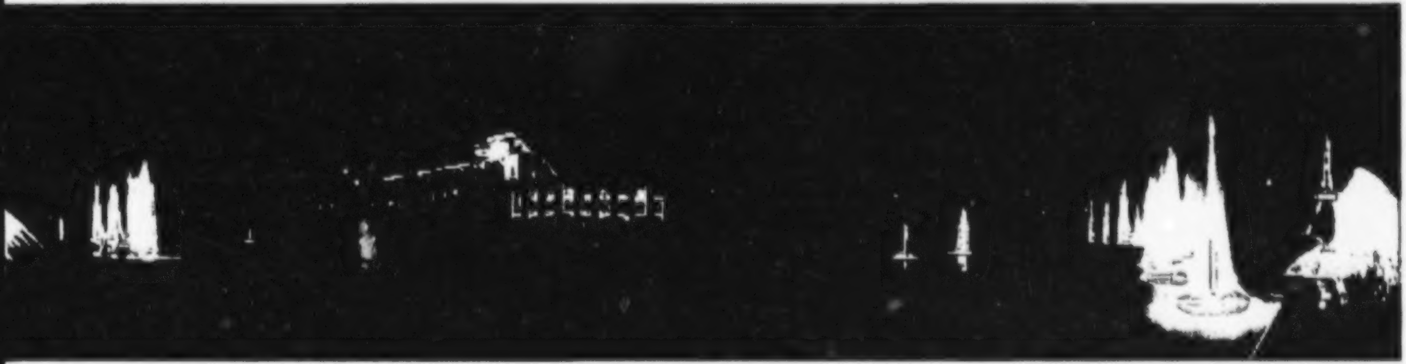
"Students who begin learning a foreign language at an early age become the best foreign language speakers. Students who begin traveling at a young age generally enjoy the learning and fun of traveling throughout their lives," Eizenberg added.

Taking your students to another country complements what has been accomplished in the classroom by demonstrating to them how to put what they have learnt into practice. Travel abroad also boosts their confidence as they learn to cope in a new environment.

"The children learn a lot on a tour, especially from each other," says Phil Simon of



oom Without Walls



The Language Travel Industry is booming, enjoying unprecedented numbers of both students and teachers embarking on educational tours all around the world. **Michael Howard** investigates why Language Travel has become so popular and the companies that are leading the adventure.

EF Tours. "For many it is often the first time they have left the country and their first time away from home. This gives them the opportunity to gain independence."

He added, "Parents are often shocked at their children's level of maturity when they return home from the tour. They learn a lot from their fellow travelers."

Apart from the obvious benefits of opening up the rest of the world to your students, broadening their minds and educational advantages, the trips are advantageous in other ways.

"The more subtle lessons children learn on a tour include maturity, responsibility, self confidence and how to get along with others," according to James Gibson of Global Vistas.

"If I had to pick the single most important lesson, it would be that children learn there are many more similarities than there are differences between all the world's people, no matter where we live."

With increasing globalization and decreasing costs for world travel, the beginning of the 21st century is an ideal chance to grasp that opportunity to give your students an experience they will never forget. Gibson points out that "Far fewer groups currently take these trips than the number that would if they only knew the advantages of these programs. The savings inherent in group travel take what used to be the privileged domain of the rich and famous and puts it within the reach of everyone."

According to Josette Bonafino, of Culture Quest Tours, children equipped with knowledge of the world have an increasing desire for challenging travel experiences. "Today, travel is considerably less expensive that it used to be. By the time many students reach 18, they are second and even third-time travelers abroad," she says. "There's a new wave in student travel. Gone are the days when the typical coach tour of seven countries in two weeks would suffice."

So with those days gone, what sort of trip can you look forward to nowadays? There are currently more than 20 companies nationwide offering tours of an educational nature. These range from, for example, a week-long exploration of London, a 14-day tour of Europe or a 16-day discovery of the South Pacific. Most of the larger tour operators operate on more or less a worldwide basis offering excursions to places including Europe, the Pacific, Australia, Russia, China and South Africa.

Smaller operators offer tours which can be tailored to your specific needs and enable you to organize your tour to tie in with a particular module you have been ➡

➡ teaching in class. For the more creative students in the group, some agencies can arrange for students to brush up their artistic side by taking painting lessons in Provence, or can even organize a pizza making session in Rome!

Most popular tours follow the well-traveled route taking in the sights of Europe such as London, Paris, Rome and Madrid for anything between 11 and 21 days--ideal for language students. "We like to think of the tours as powerful, educational weapons," says Tina Falcione at CHA Tours. "They're like appetizers that make students hungrier to come back for more."

She added, "The children see that the language is no longer words in the textbook, but that it is deeply connected with the people and the thousands of years of culture and tradition. Also, history, art, music, architecture come to life while traveling, allowing students to appreciate them in a completely different way."

Although these tours obviously have a serious educational purpose, operators are keen to ensure that teachers and students enjoy a stress free time. To help achieve this goal, parties are met by a bilingual local tour guide on arrival at their destination who is responsible for overseeing the rest of the trip and taking care of all the logistics along the way.

From the wake-up calls to the evening meal, everything is taken care of. Let the guide take control, while you take in the sights and enjoy the trip of a lifetime for you and your students. The guide will most likely be with you 24/7 and can give instructional commentary not just in English, but in local languages such as Spanish, Italian or French. So you can sit back, relax and rather than concerning yourself with being the leader of the group, consider yourself a chaperone.

"We like to think of the tours as powerful, educational weapons...they're like appetizers that make students hungrier to come back for more."

If the thought of spending weeks booking flights, hotels and sightseeing tours concerns you, then worry no more. Operators offer flexible package deals which normally include daily breakfast and dinner, the full time services of a guide and airport transfers, in the price. Accommodation is typically in 3 or 4 star hotels, with students sharing either double or triple rooms with private bathrooms.

The cost may now be the only thing stopping you taking your plans a step further. Well, don't let that concern you as perhaps the most enticing part of the deal is that teachers can go free with companies such as EF and Voyageur, among others, who offer complimentary travel to teachers taking six or more students.

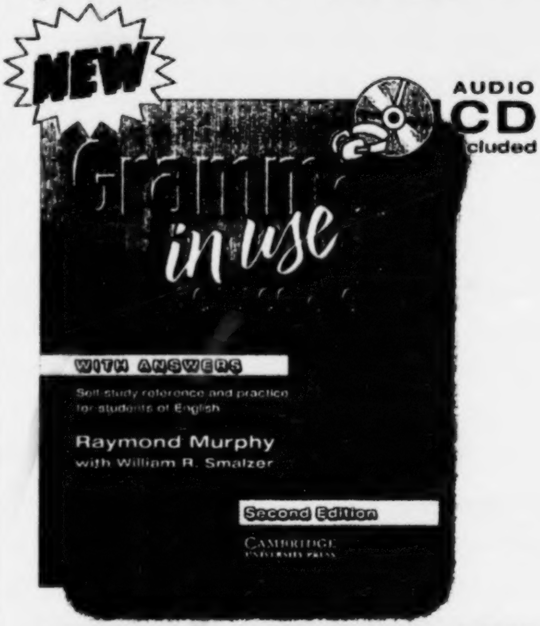
Many companies also pay out cash stipends to teachers. The more students you take on tour with you, the larger the cash amount you will receive.

If you think you'd like to take along a few adults for the ride, some companies will allow you to bring any member of a student's immediate family. Certain companies charge relatives the same price as the student.

Got your bags packed?

If you're ready to go, the only obstacle you may now face is convincing parents of the value of the trip. When you've decided on the tour you want to take meet with your principal to discuss the plans. When you have received an official blessing from the school, arrange a meeting with parents and students to present your proposal. ➡

PRACTICE MAKES PERFECT



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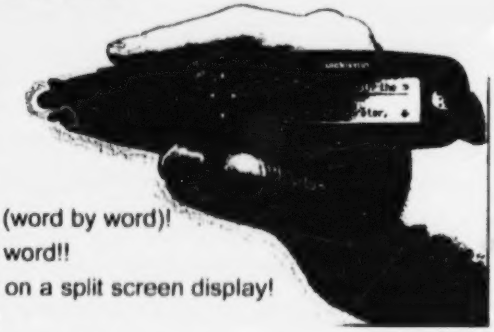

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►► Tour companies will be able to help you out with ideas on how to conduct the meeting and can supply you with posters, packs and everything else you'll need for it to run smoothly.

It is a good idea to enlist the help of your students who show the most leadership potential, as their enthusiasm will be a great help in motivating other students into coming on the tour.

An obvious concern parents may express at the meeting is the safety of their children while they are abroad. Most educational tour operators work with reputable hotels and transport companies, with safety obviously being paramount. Bed checks are conducted each night, usually no later than midnight to ensure all students are in their assigned rooms. For parents' peace of mind, let them know tour guides are also usually contactable by cellphone in case of emergency.

Parents can also join in the excitement of the tour while being reassured of their children's safety. Photos of each day's activities are posted online by companies such as Explorica to let parents share in the experience and excitement of their child's foreign adventures.

As Olle Olsson, President and founder of Explorica explains, the safety of students is an absolute priority: "We only work with reliable, tested and screened partners and we visit every hotel, restaurant and transportation company before booking them.

"Our Tour Directors are also screened, trained and supervised by our overseas staff and have to adhere to our strictest rules of conduct. All vendors must have the appropriate licensing and insurance backing before we work with them. In addition to working only with reputable vendors, the technology we empower our staff with, further enhances the feeling of security for both parents and students alike."

Advances in technology mean that you can now select, organize and book language travel tours using the Internet. Many of the tour companies offer customized trips and a facility whereby once the trip is booked you will receive your own specialized site.

This website is then made available for you, your students and their families to view and enables you to check accounts, purchase insurance and optional excursions.

Explorica's user friendly website with logins for teachers and students, features a handy function on its home page whereby you can quickly select a tour and get a price. Enter the country of your choice, the length of the visit, a price range and within seconds a potential tour is put before you on the screen. A great feature of many of these websites is that they also offer tips on what to look out for in particular cities, quizzes, fun facts and foreign phrases handy for when you arrive at your destination.

What's the skinny on costs? Well, a 10-day tour taking in Germany, the Netherlands, Belgium, France and England is about $1200 in low season (November-March) and $1500 in the peak season (April-September.)

There are also language immersion programs on offer such as those in Spanish by companies such as AmeriSpan, Encuentros and Spancom. These are run all the year round and the length of the stay is up to the student. They are great opportunities for students to practice their language skills in real life situations, while living with a local family. A typical day involves up to three hours tuition followed by discussion groups and assessments. But it's not all work, work, work--organized trips to cultural and recreational sites are also part of the fun that can be had.

Whether it's an educational tour or a language immersion program, experts agree that educational travel makes children better students. Gil Markle of passports, says "Less obvious but perhaps more important in the long run is the question of personal growth experienced by young people in a controlled educational environment overseas.

"It makes them learn about themselves, and that's what it's all about. That's why their teachers go out of their way to make these experiences available. It's an intrinsically good thing for all concerned."

But don't just take our word for it. The educational travel industry is booming. So why not grab the opportunity now, at the beginning of the 21st century, to take your pupils on tour, leaving them with the memory of you as the teacher who helped them to broaden their horizons.

Michael Howard is a staffwriter for ALR

The Checklist

When you decide on a tour company contact them to check the following:

Does the tour include?

- Round trip flights
- Accommodation throughout the tour
- Breakfast/Dinner
- Full time services of a tour guide
- Airport transfers
- ALL ground transportation
- Do teachers travel free (dependent on how many students you take)

It would be a good idea to check if medical and baggage insurance is included. Many companies include this as standard but coverage can be low. You should check to see if the amount payable in the event of injury is sufficient.

You may have to pay a 'membership fee' before going on a tour. Check to see if it is a one-off payment or whe-ther this has to be paid on each trip you take.

Educational Tour Operators

ACIS 1-877-474-9343 www.acis.com
CHA 1-800-323-4466
www.cha-tours.com
Culture Quest 1-800-678-6877
www.cqtours.com
EF 1-800-637-8222 www.eftours.com
ETrav 1-877-773-8728 www.etrav.com
Explorica 1-888-310-7120
www.explorica.com
Global Vistas 1-800-757-5580
www.globalvistas.com
NETC 1-877-WHY-NETC
www.educationaltravel.com
Passports 1-800-332-7277
www.passports.com
Voyageur 1-800-767-7667
www.govoyageur.com

Language Immersion Programs

AmeriSpan 1-215-751-1100
www.amerispan.com
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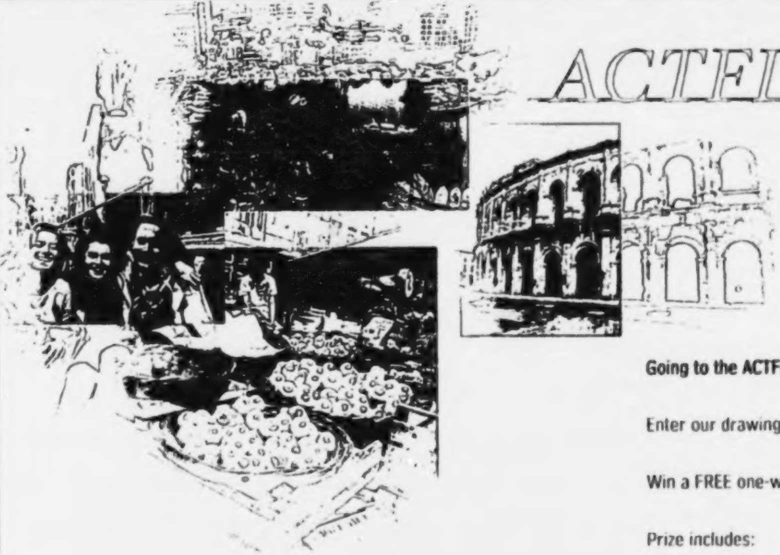
SpanCom 1-877-SpanCom
www.spancom.com



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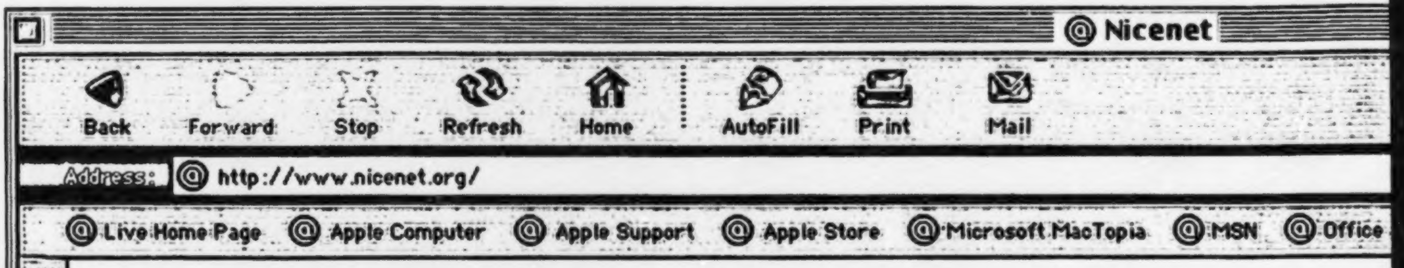


A Nice Way To N

As the Internet proliferates in second language learning, instructors are under increasing pressure to develop personal web sites to support their teaching. Arnie Cooper explains how Nicenet can help even the most netphobic newbie create a fully functional, interactive web site within minutes.

First introduced in January 1998, Nicenet (www.nicenet.org) the Internet Classroom Assistant will help bring your teaching into the new millennium. It is especially useful for teachers who lack a working knowledge of HTML or web creation tools like *Front Page* or *Pagemill*.

Getting Started

Before your first class meeting, familiarize yourself with the Nicenet site. (Be sure to use "org" not "com" or you'll find yourself at an Internet Service Provider...in Korea.) Take the time to visit the "learn more" and FAQ pages.

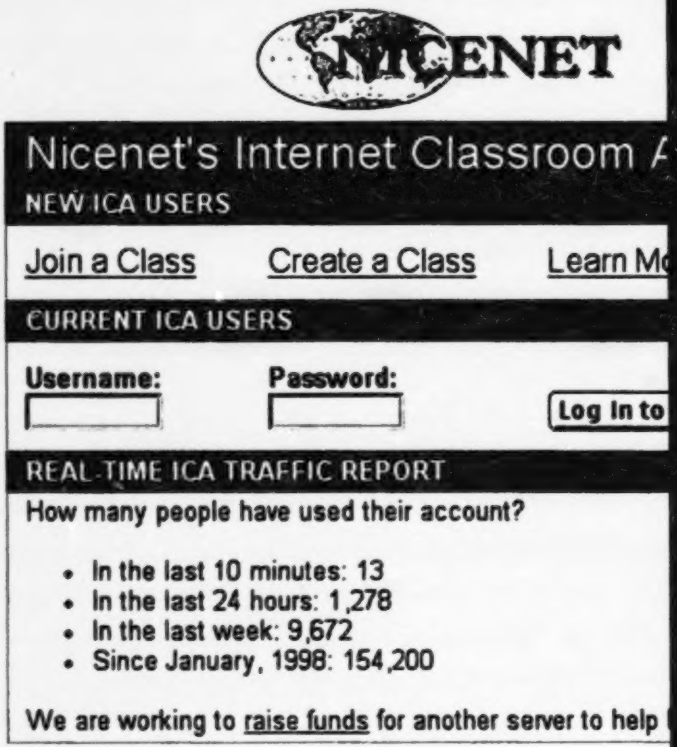
Now, assuming you've thought through the class you plan to teach, click on the "create a class link" and follow directions. Because your site will be available only to you or your students, you'll be given a unique "class key" which you'll then pass on to your students who will be prompted to enter the code when they register for the site. You should also register as a student to get comfortable with the process when it's time to explain it. I strongly recommend you prepare a handout explaining step by step how learners can register.

How Nicenet Works

The site has five main features:

Scheduling: Allows you to put your class schedule online so students can learn about future assignments and class events.

Document Sharing: Makes it easy for both learners and instructors to post a variety of documents such as: course syllabi and written assignments. Simply copy and paste your text into an easy to use web-based form.



NICENET

Nicenet's Internet Classroom A

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Username: Password: Log In to

REAL-TIME ICA TRAFFIC REPORT

How many people have used their account?

- In the last 10 minutes: 13
- In the last 24 hours: 1,278
- In the last week: 9,672
- Since January, 1998: 154,200

We are working to raise funds for another server to help

Link sharing: Allows instructors to post relevant links and descriptions with just a few clicks. Students can also add their own links allowing everyone to participate in building the site.

Conferencing: Adds yet another dimension to the Nicenet experience. Both learners and instructors can create their own threaded conferencing topics to extend class discussions beyond the classroom.

Personal Messaging: Allows you to contact your students (either the entire class or selected members) easily without needing to enter students' email addresses into your email program's address book. In turn, students will be able to contact lacintosh @ Internet Explorer

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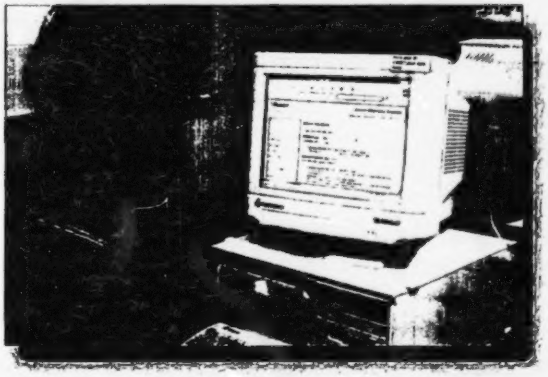


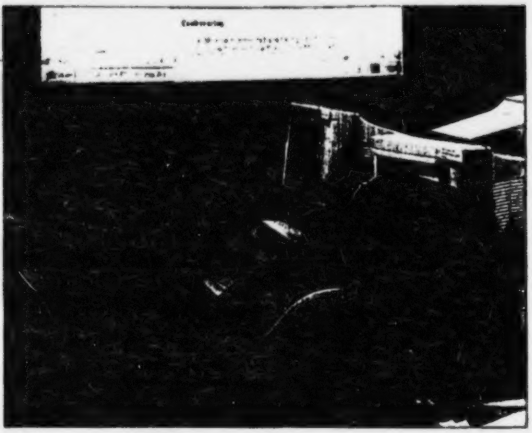
you or their classmates to ask questions or offer feedback on assignments or projects. Important: have students configure their personal messages to be sent directly via email in "edit user profile".

Nicenet In Action

At UCSB's International Programs I frequently teach web-based classes. Nicenet not only helps me organize these classes but also helps me stay in touch with students. I can assist them with individual problems, make revisions to homework assignments, as well as remind them about due dates and upcoming projects.

What's more, Nicenet provides learners an authentic and practical Internet experience by modeling how the net can be used to enhance their English.

This proved extremely valuable in my Professional Communications Through New Technologies class, which I taught this past summer. With the focus on Internet research skills, basic web site creation and PowerPoint, Nicenet truly was the ultimate classroom assistant. As in most lab-based classes, students arrived with different levels of computer knowledge. The ICA helped offset this since I could provide clear easy-to-follow instructions of in-class assignments directly on the Nicenet site. This reduced my need to explain from the front of the room—a great challenge since learners are distracted so easily in computer labs. I could then use the extra time to work with students one on one. Beyond these class management issues, the various site features further enhanced my course. One of our first assignments was to research "good" and "bad" web sites. The Link Sharing feature allowed learners to view instantly the web sites their classmates had reviewed. And it allowed me to check their work.



When it was time for students to critique each other's written texts Document Sharing coupled with Personal Messaging proved invaluable. Students could view any of their classmate's texts directly on the site. Responding to them required just a couple of clicks.

Later in the course, when students were developing their own web sites, they added useful web creation links as well as links to their own sites. In the old days, I'd have students email me their web addresses. Nicenet saved me time since the URL's could be posted all in one place.

In addition, Conferencing allowed students to be more engaged with class material and one another as they learned firsthand the power of the Internet as a communications tool. As the instructor, I used this feature to get regular student feedback. This enabled me to tailor the course to fit students' needs.

Ultimately, Nicenet proved indispensable even after the class finished. Since the service is free, I could keep the site running giving students an easy reference tool as well as the ability to stay connected with me as well as their classmates.

Final Thoughts

Nicenet will no doubt help you organize and manage your classes. Its professional look will help boost your credibility in the eyes of your students. Plus it's reliable, though I always recommend a back-up plan in case of computer problems. Indeed what's nice about Nicenet is how easy it is to use.

Of course, its ease of use is also a limitation. You will not be able to add photos or graphics or even change fonts or colors. Your site will be easy to navigate but neither you nor your students will be able to put a creative stamp on its design.

What's more, since the interface doesn't allow for multiple pages in Scheduling, by week three or four of your class, you'll start to notice very long web pages—a definite no-no in the world of web design.

Still, whether you have a web-based or traditional class, Nicenet offers a customizable system that's both fun and functional for second language learners and their instructors.

Arnie Cooper, UCSB International Programs, Santa Barbara, California.

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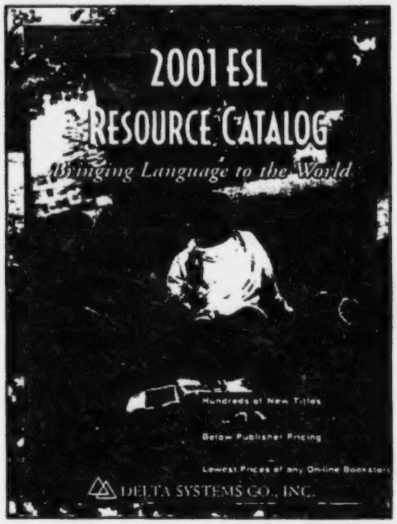

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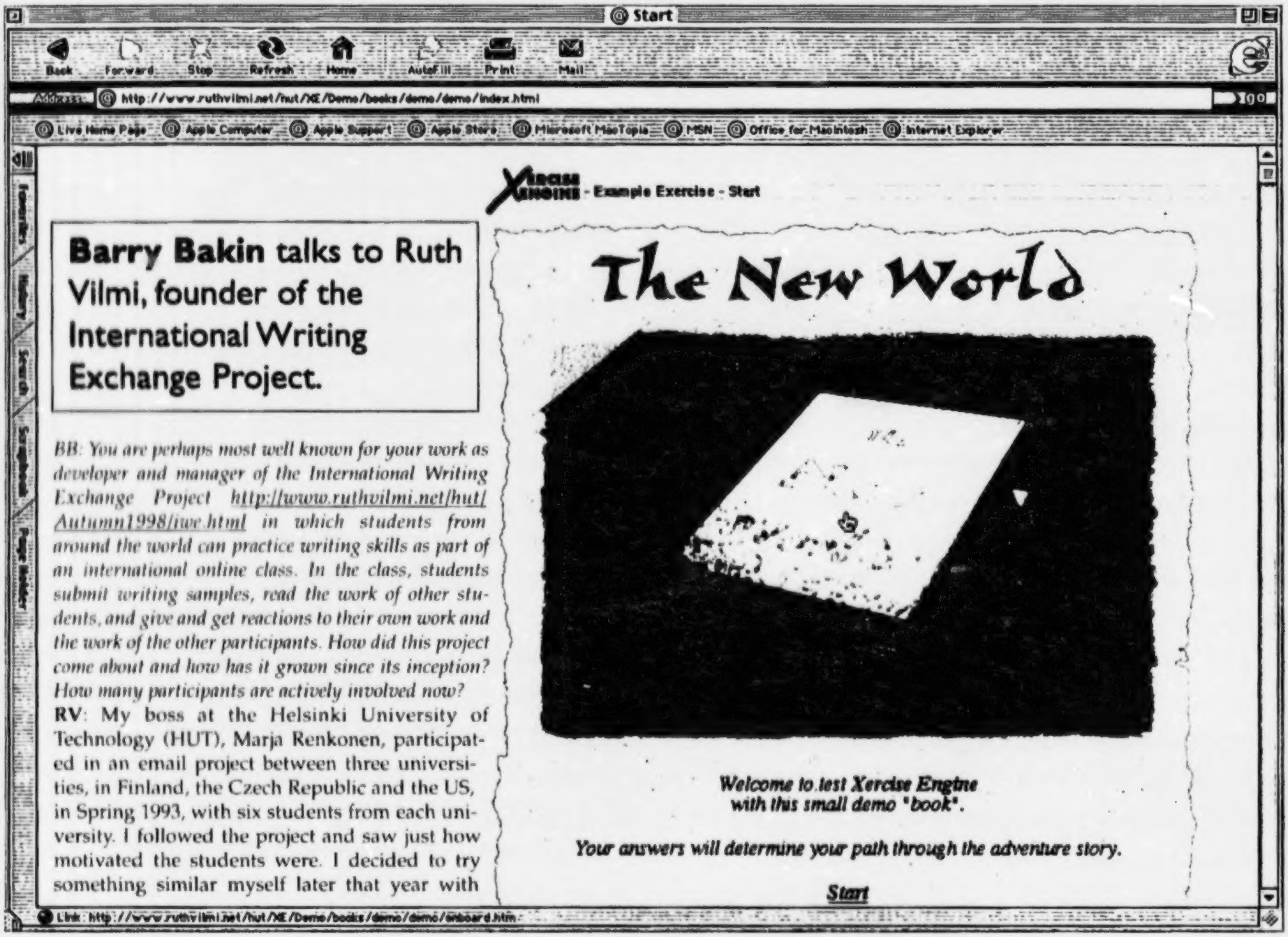

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Xercise Engine - Example Exercise - Start

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Barry Bakin talks to Ruth Vilmi, founder of the International Writing Exchange Project.

BB: You are perhaps most well known for your work as developer and manager of the International Writing Exchange Project http://www.ruthvilmi.net/hut/Autumn1998/iwe.html *in which students from around the world can practice writing skills as part of an international online class. In the class, students submit writing samples, read the work of other students, and give and get reactions to their own work and the work of the other participants. How did this project come about and how has it grown since its inception? How many participants are actively involved now?*

RV: My boss at the Helsinki University of Technology (HUT), Marja Renkonen, participated in an email project between three universities, in Finland, the Czech Republic and the US, in Spring 1993, with six students from each university. I followed the project and saw just how motivated the students were. I decided to try something similar myself later that year with 240 students, 80 HUT students and the rest from the US, Canada and Japan. The numbers and universities involved have fluctuated, largely dependent on whether or not I have involved my own students and on the technology available. [You can see universities involved in the project at http://www.ruthvilmi.net/hut/Image/universities.gif. The numbers decline if I am not active myself, or if I get frustrated with technical problems. In early 1999, I tried a course where both upper secondary school students and university undergraduates took part. A schoolteacher, Ilpo Halonen, is helping me to develop this course, now called Discuss ICT. We expect participants from Finland, Sweden, Namibia and perhaps Cyprus. We're about to start using a new discussion forum now, Boardmaster, as the program we were using, made by a HUT student, presented some difficulties in use. We're expecting many students from Korea, Japan and France now, as well as my classes in Finland.

BB: Visitors to the site will see that there is quite an extensive list of tasks and components to be completed during the course of the project. What is

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involved with the organization of such an intensive online course? How does it differ from more traditional campus based courses?

RV: In recent years, a lot of my time has been consumed in trying to develop my own program in Java for handling and sorting the mail. This summer, with no deadline in view, and an abundance of new software for discussion forums, I found a suitable program and started customizing it. This should make administration a bit easier, and the students should enjoy the user-friendly interface. The other main task is producing and updating the handout [http://www.ruthvilmi.net/hut/Autumn2000/iwe.html], selecting the topics, seeing that the forms work (on a new server everything has to be changed) and fixing dead links on, for example, my Language Help pages. The main difference for me is that I need to do a lot of technical tasks that other teachers don't need to do. It also gives me a chance to try new things and to make lots of Net friends. It's more time-consuming than traditional cour-ses, but it suits the needs of more and more HUT students nowadays.

BB: Your homepage reveals that you teach online courses for students at the Helsinki University of Technology. Do you still teach traditional "stand-up" courses? How do students react to the on-line delivery of instruction and are students satisfied with an on-line class?

RV: In 1993, students found online courses very exciting, but also very time-consuming and frustrating, due to the developing technology. A few years ago the interest dwindled, partly due to the fact that the two students who had been helping me at HUT graduated and I found it too difficult to manage alone. In the autumn of 1997, I asked Douglas Moessel at Missouri University to take over for a while. Later I found volunteer students again and decided to continue. I do still teach in the classroom, but the courses always include an online writing component. I think perhaps it's ideal to do it this way, with some meetings in the local classroom and some online meetings with global students and teachers. I've been teaching online courses to a few distance learning students at HUT, and have had one full online class in recent years. After each course, the students post their evaluations, which can be read at: http://www.ruthvilmi.net/hut/Autumn2000/iwe.html. I had one unexpected complaint in the oral evaluations last year - many students said the writing module (6 weeks) had been too short! Earlier, students had complained that it was too demanding. They do all see the value of writing for a global audience though, and exchanging ideas with international students, rather than just writing to their local teacher. I don't remember them ever complaining about the lack of face-to-face teaching. They do get a chance to "meet" in a virtual classroom.

Ruth Vilmi, founder of the International Writing Exchange Project.

BB: What sort of results have you been able to document or observe since the course started?

RV: I archive all the students' work, and topics for new rounds are based on their popularity in previous rounds. Recently, students said that the length of the articles I required (500 words) was too long, so I am bearing that in mind now. Linda Mak of Hong Kong University, and Jane Hoelker of Pusan University, Korea, have done research on the project. The results point out that those students who write for two rounds (two 6-week modules) show definite improvement, not only in complexity of structures used, but also in quantity of writing.

BB: There is a great deal of work on your part involved in the development and management of the International Writing Exchange. Is the time that you spend on it officially part of your teaching responsibilities?

RV: It has always been seen as my hobby. I've been lucky to receive help from volun-

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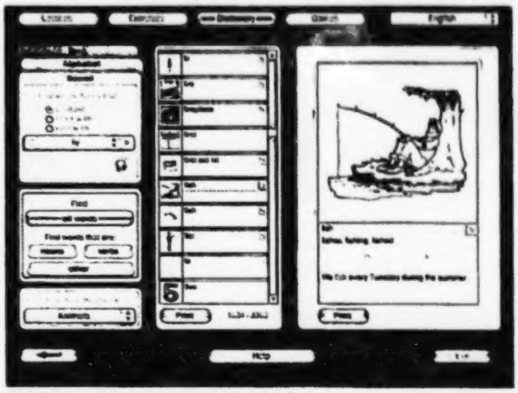

"The email projects were very hard in the early years, with resistance on every side locally, apart from the computer center, which always supported me."

tary students at HUT, and from student software projects in the IT (Instructional Technology) department. I have been supporting the courses financially myself. Last year, for the first time I taught the IWE as a distance learning course (with no classroom component) so I was paid for teaching the course as part of my regular salary. Over the last few years too, I have spent some of the classroom time on line. In the early days this was totally impossible.

BB: Tell me a little bit about how you began to incorporate using computers and using the Internet into your classes. Many instructors experience resistance from students or their administration.

RV: I started by letting the students demonstrate programs on the Apple IIE, and by following the BBC video program, *Making the Most of the Micro*, with a small advanced group for electrical engineering students. They loved it. I also tried to form a club for students and teachers so the students could show us programs and practice foreign languages at the same time. The students loved it, but the authorities didn't. I tried this again some years ago, but the teachers resisted. The email projects were very hard in the early years, with resistance on every side locally, apart from the computer center, which always supported me. The students found the work too time-consuming, especially when they couldn't find suitable computers to work on. I was told that I was causing chaos in the Language Center. This has changed. The Language Center now has two multimedia labs and a self-access lab.

BB: You have acquired quite a bit of technological skills in the course of developing the IWE and your other web-based activities. What would you recommend to ESL instructors who would like to develop technical or programming skills?

RV: I acquired mine from technical students who sat by my side. I would not really recommend this for other teachers. The students used Unix and were totally against my using any *WYSIWYG* ("What you see is what you get") HTML editors or user-friendly programs. I would advise others to choose some user-friendly software. There are many sites nowadays with advice for teachers. I've collected a few of them. A list of such sites can be found at [http://www.ruthvilmi.net/hut/TechHelp/].

BB: Another one of your well-known projects is the Xercise engine. Just what is the Xercise engine?

RV: It's an authoring tool in Java for making interactive exercises to be published on the Web. I have used it for encouraging students to produce their own materials, but it's also intended for teachers to produce educational materials with. The structure is similar to that of an adventure game, so teachers can allow their students to follow various paths, according to the results of the exercises. It's platform independent, and contains 4 basic exercise types at the moment. I am developing it now and am confident that it will become a very special tool for teachers.

BB: What directions are you moving into with your online teaching projects?

RV: I believe that the market is now ripe for the methods of teaching that I have been developing on the Internet since 1993. Employees travel widely in most large companies, and are not able to meet regularly in a conventional classroom. The same is true of many of my students at HUT. Also, students nowadays realize the importance of having a global audience, rather than merely submitting assignments to their teacher. In spring 2001, I'll be running my first commercial online courses, for a Finnish company. They'll be Web-based courses on Technical English. But all the activities on my "playground" at www.ruthvilmi.net are still offered free of charge. By founding my own company, Ruth Vilmi Online Education Ltd, [www.writeit.to] and working on my own server, I am no longer limited by university (security) regulations. I now have the freedom to develop the software and materials I have always dreamed of for enhancing Web-based language learning courses.

BB: On your homepage you have a link to your "own banknote" and an image of a very official and authentic looking 100 mark note. Is that a gag or are you a national figure in Finland?

RV: It's a gag, done by a couple of favorite students many years ago. I'm certainly no national figure, though colleagues do complain about people asking them whether they know Ruth Vilmi whenever they say they come from Finland!

Barry Bakin is an ESL Teacher in the Los Angeles Unified School District. He teaches in the ESL computer lab at Pacoima Skills Center.

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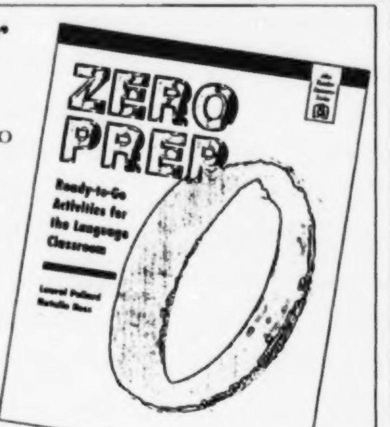


The Web'ster

Give Me FLAC

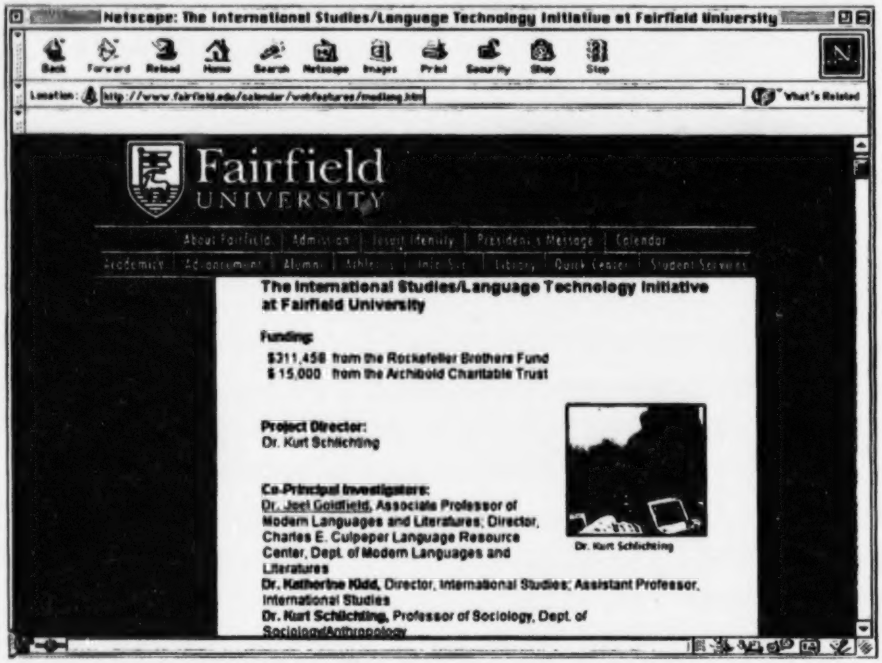
IT MAY COME as a shock, but the Web is not monolingual. Students, academics, researchers, and even casual surfers need to be proficient in the language of a given Web site. "Many important Web sites do not have English equivalents," points out Dr. Joel Goldfield, Associate Professor of Modern Languages and Literatures at Fairfield University in Connecticut.

"Because of internationalism," explains Dr. Goldfield, "there is a greater need for professors and students to know a foreign language well." To this end, Fairfield University has developed the International Studies/Language Technologies Initiative. Foreign Languages across the Curriculum (FLAC) is a reality at this cutting-edge Connecticut university (www.fairfield.edu/calendar/webfeatures/modlang.htm).

The FLAC initiative requires that faculty and students not only have access to resources outside of the university, but be able to understand and use these resources. Of course, face-to-face interaction is necessary for foreign language learning. Thanks to hardware and software like Library Pilot and Imperata developed by Tandberg Educational (www.tandberg-us.com), students and professors sitting at their own computers anywhere on campus can surf the web together. Dr. Goldfield gives this example: "Students can surf Japanese Web sites and then contact professors of Japanese and International Studies or other disciplines to discuss the site. The student and the two professors can have a three-way videoconference with each participant looking at the same page of the Japanese Web site. Each can be controlling a computer individually or sharing one participant's screen. A professor can, with the student's permission, take control of and navigate the site using the student's own computer while narrating the process through videoconferencing."

Now that Tandberg technology permits them to surf together, where are they surfing? In a past column (*All the News Fit to Browse*), I wrote about using hometown newspapers on the Web as a source of language study. That's still valid advice, but since that column was written, bandwidth has broadened and radio and TV as well as newspapers are now available. Kidon.com (www.kidon.com) has international media links organized by country, by agency, and by media such as Internet sites, journals, magazines, and streaming media.

Interested in Tunisian news in Arabic or French? Click on www.tunisiatv.com. Want radio news from Johannesberg in Chibemba, Chinyanja, French, Portuguese or Swahili? Click on www.channelafrica.org. Live broadcasts from Indonesia are available on FM100.9 Radio Sonora (http://sonora.indosat.net.id/). Newspapers from almost every province in China are available if your browser can display the fonts.



The International Studies/Language Technology Initiative at Fairfield University

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Project Director:
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Co-Principal Investigators:
Dr. Joel Goldfield, Associate Professor of Modern Languages and Literatures; Director, Charles E. Culpeper Language Resource Center, Dept. of Modern Languages and Literatures
Dr. Katherine Kidd, Director, International Studies; Assistant Professor, International Studies
Dr. Kurt Schlichting, Professor of Sociology, Dept. of Sociology/Anthropology

There are of course commercial sites on the Web that want you to buy their language learning materials. One site (www.transparent.com) has a language and culture section where you can experiment with common phrases. Another site, the Agora Language Marketplace (http://agoralang.com/) has a list of foreign language publishers and teaching resources.

Remember the day when all home pages had "My Favorite Links?" Fortunately, this tradition continues in the foreign language field. Virginia Commonwealth University has a trail guide to international sites and language learning resources (www.fln.vcu.edu) which includes links to other sites with yet more links. The University of California, Berkeley (www.itp.berkeley.edu/~thorne/HumanResources.html) offers Cherokee, Czech, and Hindi links as well as the usual suspects.

The Foreign Language Teaching Forum of Cortland University (www.cortland.edu/flteach/flteach-res.html) has links to live international radio and television. The annotated list is well organized and, thanks to the heroic efforts of Jean W. LeLoup and Robert Ponterio, the most comprehensive. Any French list that has Cajun and Zydeco radio music samples (Bayoubeat.com) has the www covered.

Web resources change constantly so to remain current, establish a ring with your colleagues on the Net. Organize these rings among the colleagues you meet at conferences like the upcoming Southwest Conference on Language Teaching/Foreign Languages Association of Northern California, March 15-17 2001. At SWCOLT, Maria Trevino (Maria_Trevino@nisd.net), Instructional Specialist for International Languages for Northside Independent School District, San Antonio and Past President of Texas Foreign Language Association and Zenda Gutierrez (Zenda_Gutierrez@nisd.net) the Language Lab Facilitator at Sandra Day O'Connor High School, San Antonio (Helotes), TX will give another of their popular workshops on using technology to teach foreign languages.

Lin Lougheed is president of Instructional Design International, (www.lougheed.com) Washington D.C.

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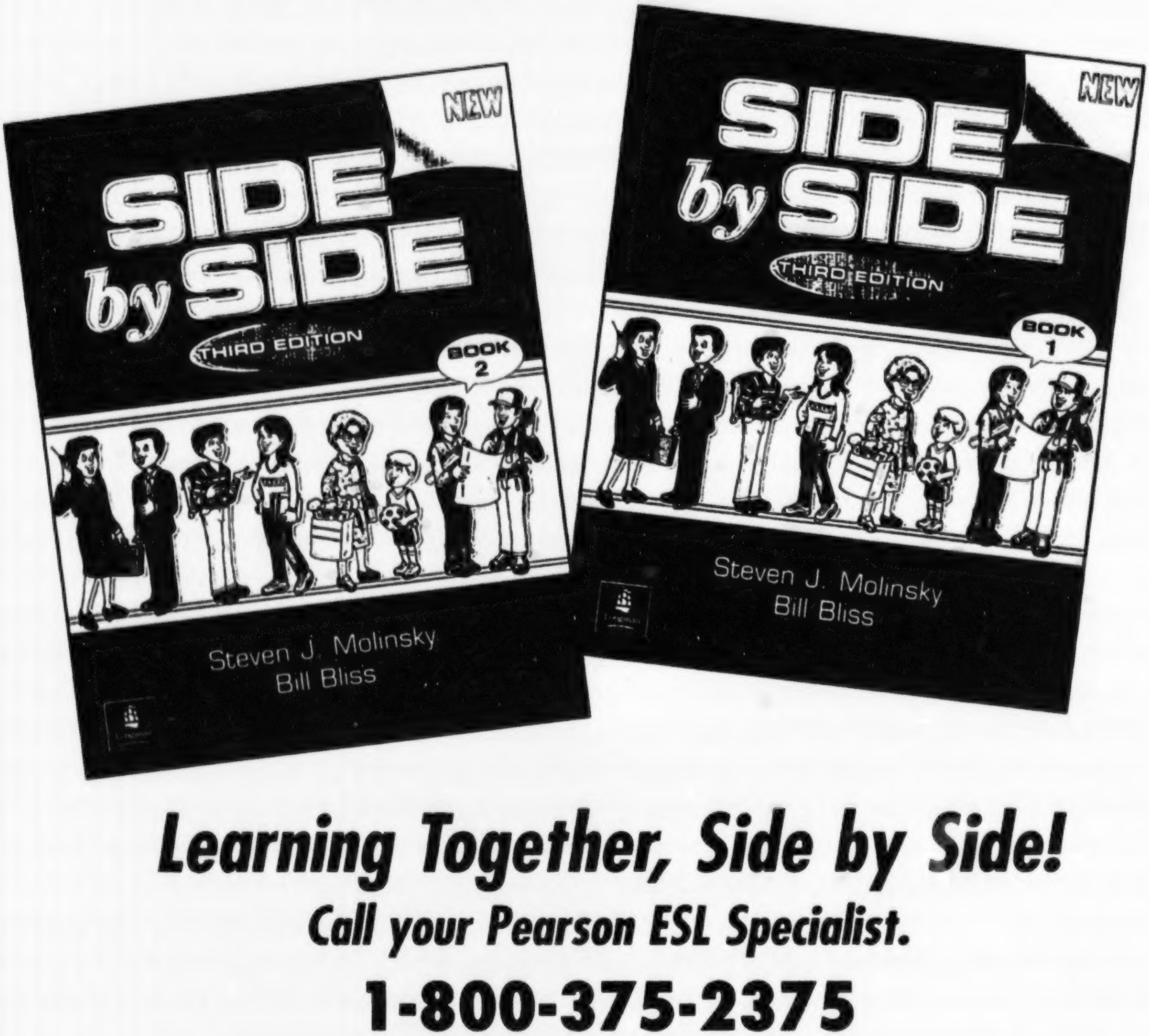
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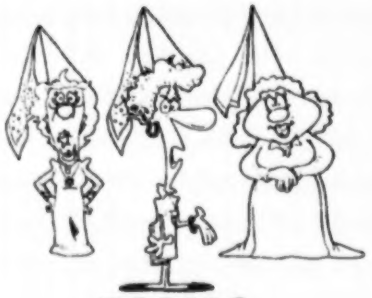
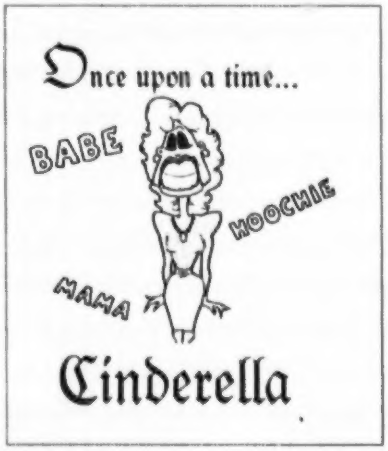
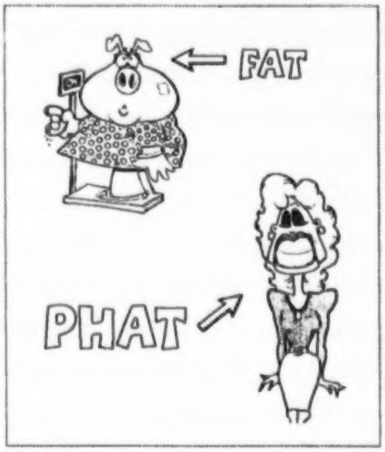


TROLLS
TORE UP FROM THE FLOOR UP

If an American teenager says to you, "The movie was really bad!" and even uses words like "bomb" and "dope," should you avoid the movie at all costs or rush to the nearest box office? Believe it or not, this was a GOOD review! Teens, in their neverending mission to keep their teachers and parents confused, routinely use "opposite speak," taking common definitions of everyday words and spinning them around 180 degrees. Therefore, "bad" is really "good" and "the bomb" (commonly pronounced "da bomb" as heard in rap slang) means "great," not to be confused with "a bomb" which, yes, still means "terrible." And "dope" is no longer a noun meaning a "fool," rather an adjective meaning "wonderful!"





There's nothing worse for an ESL teacher than having a student use one of these words, leaving YOU in the dark, or worse, asking YOU what the word means! So, how can parents and teachers be brought up to speed with this constantly changing language? Help is here! For all you parents and grandparents, if you're ever going to truly connect with your little ones before they go to sleep, you're going to have to change the way you read bedtime stories and start reading in a way that will help the little tykes to relate.

Welcome to the Cinderella of the new millenium...

Once upon a time, there was a fly hoochie mama (really pretty girl) named Cinderella who lived in a skaggy crib (ugly house) with her stepmom and two stepsisters who thought they were all that (superior to everyone else), but they were actually tore up from the floor up (ugly, commonly reduced to "tore up" but pronounced "toe up"). All day long, they threw shade (acted pretentiously) and kept baggin' on (hassling) Cinderella big time (very much). She should have told them to just talk to the hand (stop talking because I'm not listening) but instead, she just let them dis her (treat her with disrepect) day in and day out. One day the King, who was large and in charge (very important), decided to throw a killer BYOB (great party where the attendees are told to "bring your own beer") in order to scope out (scrutinize) the local talent (single women) in the hopes that his son would kick it with (spend time with) a hottie (sexy woman) and get roped (married).

The day finally came as everyone, except Cinderella, booked (left) to the King's kegger (beer party). Cinderella was bummin' (sad) until she heard a voice from behind her which said "Stop trippin' girlfriend (getting so upset, honey). Just chill (relax)!" It was her fairy godmother! With that, Cinderella suddenly found herself sportin' (wearing) some fly gear (great clothing), dressed to impress (looking beautiful) and fine as wine (looking beautiful), wearing a gown that was way wack (really fantasic)! Cinderella turned to her fairy godmother and was like (said), "Wow! This is dope (great)! Now I can go to the party! Thank you!" But her fairy godmother added, "Just make sure to bail (leave quickly) from the Castle by midnight or you'll be toast (in big trouble)!" Cinderella gave her fairy godmother her props (due respect) and bolted (left quickly).

When Cinderella fell in (arrived), everyone was all (said) "Dude (Wow)! Check out Miss Thang (Look at that woman who thinks a lot of herself) who's crestin' (smiling, from the toothpaste named "Crest") at the prince!" Just then the prince, who was a mac daddy (sexy guy) suddenly stopped busting a move (dancing) in order to clock (observe) Cinderella. He immediately gave her snaps (his approval) 'cause she was phat (really pretty)!

Before she knew it, it was midnight! Panicked, Cinderella hauled butt (hurried) outta there but lost one of her glass pumps (shoes). As the prince ran after her, he spotted her pump on the ground and took it with him on his search around the hood (neighborhood). Hours passed, and no one's foot fit the pump. He almost folded (gave up) until he saw a total Betty (really pretty woman) in the distance. It was Cinderella. Without much hope left, he asked her to try on the pump...and it fit! At last! He smoked her out (found her) which blew his mind (amazed him) and they were both fully stoked (really happy) happily ever after.

Slangman David Burke is the author of the new American slang & idioms series "STREET SPEAK" and "BIZ TALK" (originally "Street Talk/Biz Talk") plus the series on "Street French," "Street Spanish," and "Street Italian."
Slangman David Burke updates the world on American slang and idioms 8 times a month on Voice of America, broadcasting to 100 million listeners worldwide. To contact David Burke, or for information about his new series on slang and idioms, go to http://www.slangman.com

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Putting Words in Their Places

Somebody once defined a hamburger as "a humble immigrant hunk of meat that came to this country from Germany and soared to fame on a bun." That somebody was perfectly right. In its native land the dish was originally called "Hamburg steak," taking its name from the West German city of Hamburg.

After the Hamburg steak arrived in the U.S. midway through last century with the first great wave of German immigrants, its name began to change. Ultimately the Hamburg steak dropped its capital *H*, acquired the suffix *–er*, lost the *steak*, and moved from the platter to the plane between two slices of baked dough. Voila: a hamburger .

The adventure in word evolution didn't stop there. Somewhere along the way, speakers of English liberally interpreted *burger* to mean "sandwich made with a bun." Once *burger* became a new word part, *cheeseburger*, *baconburger*, *fishburger*, *chiliburger*, and a tray full of other burgers entered the American scene and gullet. On a smaller scale, much the same adventure befell *frankfurter*, which takes its name from Frankfurt, Germany. *Furter* is now used to denote almost any kind of sandwich with protein slapped inside an elongated bun.

Many years ago, cloth was imported into England from Silesia, then part of Germany. The material was of such poor quality that the English referred to it contemptuously as "that cloth from Silesia," or "Silesia cloth." Ultimately the phrase was shortened to "sleazy cloth," and that's how *sleazy* was fabricated as a popular adjective for "cheap and shoddy." The word spawned such offspring as *sleaze*, *sleaze-bag* and *sleaze-ball*.

Place names have enriched our language with many common words; many cities, towns, regions and nations have become enshrined in our dictionaries, usually as uncapitalized nouns. When this happens, we call such transformations *toponyms*.

Often these words are the names of products associated with a particular location, and the three of the most impressive categories of imports are alcoholic beverages, foods and fabrics.

Among the most popular wines and liquors are amontillado (named for Montilla, Spain), asti (a town northern Italy), beaujolias (a district in central France), bock beer (first produced in Einbeck, Germany), bordeaux (a region in southern France), bourbon (a county in Kentucky), burgundy (France), carlowitz (a town in the former Yugoslavia), chianti (a mountainous region in Italy), cognac (a commune in western France), daiquiri (a district in Cuba), gin (adapted from Geneva, Switz.), a manhattan (New York), port (Oporto, Portugal) rum (Rome Italy), sherry (Jerez, Spain), tequila (a Mexican district), and tokay (adapted from Tokaj in northeast Hungary).

To go with all the bubbly, on our table china (named for the country of China) may repose these foods: baloney (Bologna, Italy), brie (Brie district in France), brussels sprouts (Brussels, the capital of Belgium), camembert cheese (Normandy, France), cantaloupe (papal villa of Cantalupo, Italy), cheddar cheese (Cheddar, England), cherrystone clams (Cheriton, Virginia), currants (Corinth, Greece), edam cheese (Edam, the Netherlands), java (Indonesian island of Java) and lima beans (Lima, Peru).

Among the textiles woven into the fabric of our language are calico (Calicut, India), cashmere (Kashmir, Iraq) cordovan (Cordoba, Spain), damask (Damascus, Syria), denim (de Nimes, France), duffel (Duffel, a town near Antwerp, Belgium), dungarees (Dhungaree, India) and gauze (Gaza, Palestine).

These product categories only begin to illustrate the place that places have in our language. Using the following descriptions, identify 10 common words and put them in their places.

1. Two-piece swimsuits are named after a pacific atoll on which hydrogen bombs were detonated—a truly explosive and figurative word. __________

2. The most popular of all humorous verse forms in English hails from a county in Ireland. One theory says that Irish mercenaries used to compose verses in that form about each other and then join in a chorus of "When we get to __________ town, 'twill be a glorious morning."

3. A word for smooth-sounding flattery, derives from the name of a castle in County Cork, Ireland. An inscription on the wall of the castle proclaims that anyone brave enough to scale the wall and kiss a particular stone will be rewarded with the gift of influencing others through cajolery.

4. Nearly two and half millennia ago, a little band of 10 thousand Athenians defeated a host of 100 thousand Persians at the battle of __________. Pheidippides, a courageous runner, brought news of glorious victory to Athens, which lay 26 miles away.

5. 19th century sailors were sometimes drugged and then forced into service on ships plying the unpopular route from San Francisco to China. From the name of the Chinese port we get the verb that means "to secure someone's services through force."

6. A contraction of "St. Mary's of Bethlehem," a 16th century London hospital for the insane, has become a word for uproar or confusion.

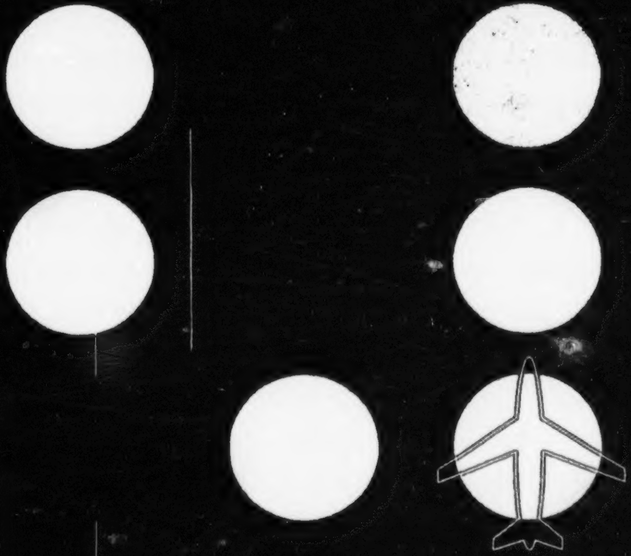
7. Another word for disorder-in this case a wild brawl-comes down to us from the name of a fair, held in an Irish town near Dublin, infamous for its fistfights and rowdy behavior.

8. As an alternative to cumbersome tails on a formal full dress dinner coat, a tailless dinner coat originated in an exclusive community about 40 miles north of New York City. This short evening coat was an immediate sensation during the Gay Nineties; it is still obligatory at many formal functions a century later.

9. The Pilgrims found in America a wild fowl somewhat similar in appearance to a fowl they had known back in England-a bird that acquired its name because it was first imported by way of a particular country. Because we perceive this bird as ugly in appearance and voice, we sometimes assign its name to people we don't care for.

10. The inhabitants of an ancient Greek city were noted for their ability to say a lot in a few words. During a siege of their capital, a Roman general sent a note to this city's commander warning that if the Romans captured the city, they would burn it to the ground. From within the city gates came back the terse reply: "If!". The city's name lives on in an adjective that describes spare speech.

Richard Lederer is "America's Super-duper Blooper Snooper"



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